

## **2 x Teaching Positions (with Teaching and Learning Responsibility) to start in September 2024**

Qualified Teacher roles (MPR/UPR) with TLR 2.1 (£3214)

Northstead Community Primary School is excited to invite high-quality applications from suitably experienced, dynamic and dedicated teachers for these permanent leadership roles. These roles will play a pivotal role within the middle leadership team of the school as we aim for excellence in all areas of the Northstead Curriculum.

Responsibilities for TLR posts will be reviewed annually by the senior leadership team and are subject to change, dependent on the developmental needs of the school.

Closing date – Sunday 7<sup>th</sup> April

Shortlisting – Monday 8<sup>th</sup> April

Interview Date – Thursday 18<sup>th</sup> April

In your personal statement, please make explicit reference to the person specification and answer the following question,

“Why Northstead? Why Me? Why Now?”

Detailed personal statements for this role are expected but please no more than 4 x A4 sides.

We ask that personal statements are sent separate to the application form.

Dear Candidate,

I am delighted that you are interested in joining Northstead Community Primary School. You will be joining the team at a time of change and excitement as we build our school to be one of excellence that serves our community. A school where opportunities are endless and where every child leaves Northstead knowing they are responsible for themselves, for each other, for their community and for the world they are growing into.

Our staff are hardworking, energetic, passionate, creative and resilient and work together to enable every one of us to be as effective as we can be to enable our children and each other to succeed. We are looking for like-minded individuals to join our team who believe that everyone can achieve excellence and that everyone deserves the best opportunities in life.

All posts at Northstead Community Primary School involve at all times, a view to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance, as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy.

Additional duties may be asked of members of staff by the Head teacher as occasion requires. The role specifications are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of the developmental needs of the school.

Closing date – Sunday 7<sup>th</sup> April

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Interview Date – Thursday 18<sup>th</sup> April

Visits to school are welcomed and can be booked by calling reception on 01723 362249 or by emailing [admin@northstead.n-yorks.sch.uk](mailto:admin@northstead.n-yorks.sch.uk)

Application forms and further details are available here

<https://www.northsteadprimary.co.uk/vacancies>

Good luck with your application and I look forward to meeting you soon for a tour of our happy, safe and exciting school.

Shaun Hopper  
Headteacher

## **Details**

Over the past two years, we have evaluated and improved the Northstead curriculum and our teaching and learning approaches to ensure all children in our community are able to be the best that they can be. We have invested heavily to ensure the environment we are creating enables children to be happy, confident, articulate and responsible pupils with a zest for learning.

Having achieved significant progress across all areas of school over the past eighteen months, we are now seeking influential, forward-thinking and research informed teachers to become part of our middle leadership team with responsibility for delivering further improvements in teaching and learning and curriculum development.

You will:

- have at least five years experience of teaching in the primary phase
- have some curriculum and/or teaching and learning leadership experience within a primary school
- work with the Leadership Team to secure the school's success and improvement, ensuring high quality education for all its pupils and improved standards of learning and achievement for all

The main responsibilities for this post are:

- to be a highly effective teacher who is focused on delivering the very best education for the children in our community
- to work with the senior leadership team and middle leadership team to accelerate progress for all pupils
- to act as a coach and/or mentor to ensure teaching and learning across the school continues to develop
- to support day to day leadership in school
- be a firm believer in the C.O.R.E. values of Northstead and believe that every child is capable of excellence

Please see full job description and person specification for further details.

### Class Teacher with Teaching and Learning Responsibility 2.1

Job Title	Class teacher with TLR 2.1
Salary Scale	MPR / UPR + TLR 2.1 £3214
Responsible to	Headteacher
Responsible for	To be determined
Line Manager	Headteacher or allocated member of the senior leadership team

## **Purpose of role**

1. To carry out the duties of a school teacher in line with School teachers pay and conditions
2. To promote actively the values and vision of the school in accordance with the wishes of the Governors and under the direction of the Headteacher
3. To support, develop and lead on an identified aspect of school development in order to secure high-quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils
4. To be a member of the school's middle leadership team and make a significant contribution to the strategic development and direction of the school

TLR post holders work with the senior leadership team to secure the school's success and development, ensuring a high-quality education for all its pupils and improved standards of learning and achievement for all.

**The main responsibilities for this post are:**

- To be a highly effective teacher who is focused on delivering the very best education for the children in our community
- To work with the senior leadership team and middle leadership team to accelerate progress for all pupils
- To support, develop and coach teaching and learning so that the school has consistently good or better teaching
- To lead on an aspect of school development to maximise pupil achievement and progress
- To support day to day leadership in school

Alongside the main responsibilities for a class teacher (shown later), the following constitutes the job description for the role.

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• What constitutes high quality educational provision, the characteristics of effective teaching and learning, and strategies for raising standards and outcomes for children</li> <li>• How to promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership</li> </ul>
<b>Strategic Leadership</b>	<ul style="list-style-type: none"> <li>• Help develop a highly effective team through effective systems</li> <li>• Maintain an ethos and provide educational vision and direction which secures outstanding teaching and learning which leads to outstanding outcomes for children</li> <li>• Be able to present a coherent and accurate account of the children's performance and other self-evaluation evidence in a form appropriate to a range of audiences, including Governors, the Local Authority, the Local Community, Ofsted and others</li> <li>• Lead by example, provide inspiration and motivation to your teams</li> <li>• Design, implement and evaluate systems and procedures for the teaching and learning responsibility (as directed by the Senior Leadership Team)</li> </ul>
<b>Planning and Setting Expectations</b>	<ul style="list-style-type: none"> <li>• Have high expectations of all pupils and staff</li> <li>• Think creatively and imaginatively to anticipate and solve problems and identify opportunities</li> </ul>
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• To work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and take action as necessary</li> <li>• To contribute to the School Evaluation Form</li> <li>• Work with other lead professionals to ensure the use of data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement</li> <li>• Use this information to form annual action plans to inform and address areas for development</li> </ul>
<b>Relationships with the Parents and the wider community</b>	<ul style="list-style-type: none"> <li>• Ensure that parents are well-informed about their child's attainment and progress</li> <li>• To develop an effective partnership with parents and help them understand how they can support their child's learning and personal development</li> <li>• Involve parents in the learning process through workshops and events</li> <li>• Develop effective relationships with the community</li> </ul>
<b>Managing and developing staff</b>	<ul style="list-style-type: none"> <li>• Ensure that a professional demeanour and attitude is maintained by all staff in your team</li> <li>• Lead professional development of staff through example, creating strong team work</li> <li>• Support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate</li> <li>• Mentor trainee and newly qualified teachers and support the induction of any new staff</li> </ul>
<b>Managing Resources</b>	<ul style="list-style-type: none"> <li>• Manage, monitor and review the range, quality and quantity of all available resources in order to improve pupils' achievements, ensure efficiency and secure value for money</li> </ul>

<b>Manging own performance and development</b>	<ul style="list-style-type: none"> <li>● Participate in arrangements for Appraisal and take responsibility for own professional development</li> <li>● Prioritise and manage own time effectively</li> <li>● Work under pressure and to deadlines</li> <li>● Sustain their own motivation and that of other staff</li> </ul>
<b>Other duties and responsibilities</b>	<ul style="list-style-type: none"> <li>● To ensure the safeguarding of pupils</li> <li>● Other duties that the Headteacher may from time to time ask the post holder to perform</li> </ul>

### **Generic Responsibilities (Class teacher)**

1. To teach a class within the school age range 4-11
2. To be a committed and active member of the staff team and school community
3. To share the planning within the year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans
4. To liaise effectively with appropriate teachers when providing cover for your class, including cover for course attendance and PPA release
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, teacher assessment and any other agreed system
6. To ensure the good behaviour of all pupils in the school, supporting whole school procedures, especially those in your care
7. To be committed to the maintenance of high standards and equality of education throughout the school
8. To follow the agreed school procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of a display should you decide the need for one
9. To meet and inform parents of their children's progress, attitudes, attainment and targets through formal and informal meetings, both before, during and after school
10. To become a member of a curriculum development team as part of the planned programme of professional development meetings
11. To promote the vision, aims and values of the school and to contribute to their development
12. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking
13. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc)
14. To implement all school policies, promoting equal opportunities for all
15. To undertake any other particular duty reasonably assigned by the Headteacher from time to time

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Person Specification – Teacher with TLR 2.1 (£3214)

Education and Professional Qualifications	Qualified Teacher Status	Essential
	Evidence of continuing professional development relating to school leadership and management, and curriculum / teaching and learning	Essential
	Successfully completed a National Professional Qualification	Desirable
	Completed further academic study in relation to child development / and/or education	Desirable
Experience and Knowledge	Experience of working with and developing links with the community	Desirable
	Experience of teaching in more than one school	Desirable
	Experience and ability to contribute to staff development across the primary age range	Desirable
	At least 5 years successful teaching experience in the primary age range	Essential
	Successful experience leading a core subject (maths, reading, writing) or leading a phase of primary school	Essential
	Experience of whole school development planning	Desirable
	Successful experience in a leadership or management position	Desirable
Skills	High-quality teaching skills	Essential
	Able to delegate, monitor and support effectively	Essential
	Effective ICT skills	Essential
	Ability to articulate and share a vision of primary education within the context of the values and aims of the school	Desirable
	Strong commitment to school improvement, inclusion, equalities and raising achievement for all	Essential
	High expectations of pupils' learning and achievement	Essential
	Ability to analyse data, develop strategic plans, set targets and monitor/evaluate the progress towards these	Desirable
	Able to initiate and monitor change	Essential
Professional and Personal attributes	Commitment to partnership and collaborative learning	Essential
	Leadership style which encourages, motivates, empowers and inspires others	Essential
	Commitment to excellence in all aspects of their work	Essential
	Commitment to best practice in safeguarding and health and safety	Essential
	Resilience, determination and perseverance when under pressure	Essential
	Commitment to equalities and inclusion in policy and practice	Essential
	Ability to build and maintain positive and professional working relationships	Essential
	High quality communication skills	Essential
	Self-aware, reflective, adaptable and emotionally intelligent	Essential
Strategic thinker – Policy into practice	Essential	
Teaching and Learning	Up to date knowledge and understanding of the current national education agenda and curriculum research and development	Essential
	Understanding of how pupils learn and effectively apply their learning	Essential
	Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	Essential
	A secure understanding of assessment strategies and the use of assessment to inform	Essential
	Effective monitoring and evaluation of teaching and learning	Desirable
	Experience of developing teaching and learning through coaching and/or mentoring	Desirable
	Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	Essential
	Understanding of successful teaching and learning across the entire curriculum across all key stages	Essential
	Successful experience in creating an effective learning environment	Essential
	Ability to make accurate assessment of pupils' learning and able to support others to do the same	Essential
	High expectations of pupils' learning and attainment	Essential
	Strong commitment to school improvement and raising achievement for all	Essential