

Recruitment Pack: Pye Bank CE Primary School

Dear applicant,

Thank you for your interest in the post of Class Teacher/Maths Lead (TLR2) here at Pye Bank CE Primary School.

I am delighted, as Headteacher, to welcome you to Pye Bank. In June 2022, Ofsted rated our school as a 'Good' school. I am incredibly proud of their recognition that, "Pupils are happy to attend Pye Bank CE Primary School" and "All staff have high expectations." (*Ofsted, 2022*). I firmly believe that with a continued focus on achieving excellence within everything we do, our school will achieve 'outstanding' at the next inspection.

Our potential to be outstanding comes from our amazing children, our dedicated staff, the diversity of our faith based community and our committed and aspirational parents. All of these factors give Pye Bank a uniqueness and makes us a fabulous learning community to belong to.

Our Vision

~ LEARNING TOGETHER: LEARNING TO BE TOGETHER ~

Our vision is to embody the Christian value of '**love**', putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual as an equal, uniquely made in the image of God and loved by him.

With a focus on excellence and equality, we strive for all children to flourish academically and personally through '**learning together**' and '**learning to be together**', addressing all disadvantage and enabling them to make a positive contribution to each other, the life of the school and the wider world, now and in the future.

Our Community

Our fantastic school is set in the heart of Pitsmoor and serves an incredibly diverse community. We are extremely proud of the fact that there are at least 28 languages spoken within our school. Many of our families have connections with countries all around the world, as well as belonging to established communities here within the U.K. We are a faith based school community, where we respect and value all faiths, and where we are united through our five key values of love, ambition, respect, equality and kindness. In June 2022, Ofsted said that, "The school values teach the pupils how to be good citizens. Pupils especially show respect and kindness to one another." (*Ofsted, 2022*)



Our Children

The thing that makes our school most special is of course the children. They are warm, welcoming and aspirational. Our children love coming to school! They attend well, behave well and have very positive attitudes to learning. OFSTED say that, "children are happy to attend Pye Bank School." "Pupils abide by the Golden Rules so in lessons and around school it is calm and orderly."

Our Curriculum

At Pye Bank Primary School, we are very proud of our curriculum, which we have developed and embedded over the last three years. In June 2022, Ofsted recognised that, “The curriculum is ambitious and sequenced. It is matched to pupils’ needs in school.” The curriculum is designed to serve the diverse community of which we are so proud. The curriculum supports and develops the pupils’ **ambitions and aspirations** and understanding of the **community and the wider world** in which they live. The curriculum is underpinned by **enquiry based practice and is research led.** Our curriculum is designed with the key aim of supporting all children to reach their potential.



Our Academy Trust

We are proud members of the Diocese of Sheffield Academies Trust (DSAT). DSAT are a forward thinking Trust based on Christian values, and a school-led model. Staff are offered a number of development opportunities to work with other DSAT schools. We are also pleased to be part of the new Sheffield Cluster of DSAT Schools.

Our Staff Wellbeing Pledge

Our staff are important to us. We believe motivated staff do the best job they can. We care about our staff and believe the little things matter. For the reason, we are committed to supporting staff wellbeing in a variety of ways:

- A culture of trust, collaboration and appreciation with an approachable leadership team: in it together!
- Joint PPA to reduce workload linked to planning
- Availability of pre-planned curriculum documents
- All year groups have a dedicated phase leader
- Developmental ‘low stakes’ approach to monitoring
- Additional time for leadership duties
- Admin workload taken from teachers: eg parent consultation bookings, report preparation etc
- All classes with a teaching assistant every day
- Compassionate approach to leave of absence requests and life events.
- Maintaining a quality work environment
- Investment in leadership, resources, admin and pastoral time to ensure class based staff are able to focus their time on aspects of their work, which impact on children: all people doing the right jobs.
- Development opportunities for staff at all levels

Learning is at the heart of ALL we do and our aim is for every child to achieve excellence and to reach for the stars.

I look forward to meeting you if you choose to apply for the post or visit the school, and look forward to working with you if you were successful in your application. Please feel very welcome to come and visit the school, meeting children and staff.

Yours faithfully

Rhea Kurcewicz

Headteacher



Job Description – Class Teacher

Job title:
Class Teacher
Salary scale:
MPS/UPS
Responsible to:
Senior Leadership Team, The Diocese of Sheffield Academies Trust (DSAT)
To be responsible for carrying out the professional duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher within the context of the job description set out below.

This job description may be amended at any time following discussion between Headteacher and member of staff, and will be reviewed annually.

Purpose of Job

- To take responsibility for teaching a class of primary children ensuring that all children make progress in their learning.
- To promote the ethos and aims of the school.
- To carry out any other duties negotiated between the postholder and the Headteacher as and when required.

Duties and Responsibilities in relation to pupils

- Develop positive relationships with all children based on their achievement and promote their general progress and well-being and participation in all aspects of school life
- Create a positive and happy learning environment
- Plan and deliver stimulating learning to challenge and engage all pupils
- Drive progress for all pupils through an inclusive approach
- Show commitment and support for all pupils, building confidence and self-esteem
- Enable all pupils to acquire attitudes, skills and knowledge to promote lifelong learning
- Plan exciting learning, adapted for individuals when appropriate,
- Provide good quality well organised resources and a stimulating classroom environment
- Mark and respond promptly to children's learning and work
- Assess and track pupil progress, using the knowledge gained to plan future learning
- Set clear targets and challenging tasks, building on prior attainment
- Deliver highly effective teaching and make best use of available time
- Maintain high standards of classroom practice, hold high expectations for every child
- Monitor standards of achievement and progress

Duties and Responsibilities in relation to staff

- Develop positive relationships with all members of staff
- Contribute as a team member towards maintaining and developing high standards across school
- Support and report to the leadership team
- Contribute to corporate life in school through effective participation in meetings
- Support colleagues as co-ordinator of an area of learning
- Contribute to agreed whole school initiatives
- Plan effectively to direct the work of adults who assist in the classroom.

Duties and Responsibilities in relation the curriculum

- Contribute ideas for the development of an exciting and innovative curriculum,
- Support with curriculum organisation and planning relevant schemes of work
- Ensure effective delivery of the curriculum agreed by the school
- Take on the role of subject leadership (when appropriate) and coordinate, monitor, review and evaluate your subject across school.
- Keep up to date with new initiatives, attending INSET and disseminating information to colleagues

Duties and Responsibilities in relation to site and premises

- Maintain a high quality, stimulating and enabling immersive learning environment within the classroom and allocated areas of the school
- Adopt an approach of shared responsibility for maintaining high standards in the wider school

Duties and Responsibilities in relation to the Governing Body, Parents and Community

- Liaise effectively and positively with parents, governors and outside agencies
- Support out of school activities
- Prepare reports to parents
- Participate in activities alongside other schools and the local community

Overall

- Show strong professional commitment to the pupils, the school community and own development: striving to develop outstanding teaching.
- Maintain enthusiasm, high standards and encouragement so that every child can achieve their potential.
- Demonstrate commitment to Equal Opportunities and Child Protection.
- Support school improvement through proactive involvement in whole school Initiatives.
- Maintain consistency, creativity and high expectations in teaching and learning in order to raise standards.
- Have a working knowledge of teachers' professional duties and operate at all times within the stated policies and practices of the school.
- Carry out other duties and responsibilities as the Executive Headteacher/Headteacher may reasonably require, appropriate to the level expected of class teacher role.

Job Description – Maths Lead (TLR 2)

Job title:
Maths Lead
Salary scale:
MPS/UPS + TLR 2
Responsible to:
Senior Leadership Team, The Diocese of Sheffield Academies Trust (DSAT)
In addition to the responsibilities of Class Teacher, as set out by the Class Teacher job description and the school teacher's pay and conditions document, the holder of this post is expected to carry out the professional duties of a TLR post holder with the responsibilities as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher

Purpose of Job

- To be accountable for the standards of teaching and learning and pupil progress in Maths throughout the school.
- To lead, manage and develop Maths throughout the school.
- To manage a team ensuring best practice across the Maths curriculum.
- To exercise professional skills and judgement.
- To impact on the educational progress of all pupils in the school for Maths.
- To lead, develop and enhance the classroom practice of teaching staff and teaching assistants, ensuring consistency.

Strategic Development

Working in partnership with the core subjects team:

- Take responsibility for the development and implementation of the whole school policy and action plan for Maths.
- Use national, local and school management data to monitor standards of achievement across the school in Maths.
- Monitor the progress made towards achieving targets and use this information to plan future developments.
- Collaborate with staff on short, medium and long term planning to develop Maths in relation to: Resources; Continuous professional development of staff; Aims of the school, including its policies and practices and challenging targets for improvement

Teaching and Learning

To achieve consistently good practice across school:

- Plan and monitor coverage, continuity and progression in Maths throughout the school.
- Ensure that teachers are clear about learning objectives, understand the sequence of teaching and learning in all units of learning and communicate this to children.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of pupils.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement in line with school policy.
- Evaluate the teaching and learning of Maths in the school through monitoring activities including:
 - Lesson observations and drop ins
 - Work and planning scrutiny
 - Pupil Book Study
 - Analysis of results and assessment data
 - Attending planning meetings
 - Leading staff training
 - Informal discussions
- Use this analysis to identify effective practice and areas for improvement and, in conjunction with the leadership team, take action to further improve the quality of teaching and learning across the school.

Leading and Managing Staff

- Lead professional development of teaching staff and teaching assistants through example, support and liaison with the leadership team.
- Ensure trainee, Early Careers Teachers and staff new to the school receive appropriate support for teaching and learning.
- Provide an excellent role model for pupils and for staff, by classroom practice that sets a standard for other teachers to emulate within Maths.
- Lead a team of staff when necessary.

Effective and Efficient Deployment of Staff and Resources

- Establish resource and staff requirements for Maths and inform the head of school of costs and priorities.
- Distribute resources to meet the objectives of the school.
- Ensure the effective and efficient management of learning resources for Maths – including the school library.
- Ensure a stimulating but safe learning environment in which risks are regularly assessed.

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleagues and other subject leaders to develop cross curricular links and creative approaches to learning.
- To work closely with NCETM Maths Specialist teacher to support in the embedding of Maths Mastery throughout the school.
- Establish effective relationships with parents and inform them of developments and practices relating to the teaching and learning of Maths.
- Participate in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example.

Further Requirements:

- ✓ Application forms should be completed in full
- ✓ Letters should be clear, concise and address the job specifications
- ✓ Successful candidate's appointment will be subject to an enhanced DBS and other appropriate checks
- ✓ Requirements from confidential references: Two positive recommendations from written references - One from current employer/ most recent teaching experience giving confirmation of professional and personal knowledge, skills and abilities



Class Teacher + Maths Lead

Key Areas	Method of Assessment Int, App Form, Refs Qual/Cert
(i) Professional experience	
<ul style="list-style-type: none"> Qualified Teacher Status 	AF
<ul style="list-style-type: none"> Evidence of participation in professional development or study 	AF, Ref, Int
<ul style="list-style-type: none"> Successful teaching experience or evidence of successful completion of initial teacher training 	AF, Qual/Cert
<ul style="list-style-type: none"> Willingness and ability to pursue professional learning/ further qualifications for the post 	AF/Int
<ul style="list-style-type: none"> Willingness to promote the ethos of a church school and be actively involved in relevant aspects of school life 	AF/Int
<ul style="list-style-type: none"> Working with children with a wide range of additional needs, including EAL, NTE and SEND. 	AF/Int
<ul style="list-style-type: none"> Knowledge of the National Curriculum requirements 	AF/Int
(ii) Ability to work within a professional team and to develop and promote the school's ethos and values within the Primary Phase	
<ul style="list-style-type: none"> Teaching to a high standard/willingness to develop 	AF/Int/Ref
<ul style="list-style-type: none"> Relates to and motivates pupils 	AF/Int/Ref
<ul style="list-style-type: none"> Ability to plan and assess for appropriate age range against curriculum age related expectations 	AF/Int/Ref
<ul style="list-style-type: none"> Works well within and contributes to team development 	AF/Int/Ref
<ul style="list-style-type: none"> Understands and values the processes of planning monitoring and evaluation as an aid to raising standards 	AF/Int/Ref
<ul style="list-style-type: none"> Good classroom management 	AF/Int/Ref
<ul style="list-style-type: none"> Evidence of a commitment to an equal opportunities policy both in service employment 	AF/Int/Ref
(iii) Ability to Communicate Clearly	
<ul style="list-style-type: none"> Good written and oral communication skills 	AF/Int
<ul style="list-style-type: none"> Good presentational and ICT skills 	AF/Int/Ref
<ul style="list-style-type: none"> Clear and effective in meetings and in one-to-one discussions 	AF/Int/Ref
(iv) Professional knowledge and understanding	

In-depth knowledge of the primary curriculum, with expertise in maths	AF/Int/Ref
Understanding and experience of assessment systems and a clear understanding of giving effective feedback and target setting	AF/Int/Ref
Effective teaching and learning strategies, demonstrating impact on pupil progress	AF/Int/Ref
A commitment to inclusion and pupil wellbeing	AF/Int/Ref
A clear understanding of SEND issues	AF/Int/Ref
A clear understanding of safeguarding and how to ensure children's wellbeing	AF/Int/Ref
(v) Ability to Lead	
<ul style="list-style-type: none"> • Have a sound knowledge of subject leadership (maths leadership desirable but not essential) 	AF/Int
<ul style="list-style-type: none"> • Have experience of leading a subject and able to demonstrate impact 	AF/Int
<ul style="list-style-type: none"> • To make decisions on the basis of sound judgement 	AF/Int
<ul style="list-style-type: none"> • Have strategies to monitor and evaluate developments within maths 	AF/Int
<ul style="list-style-type: none"> • Respond effectively and efficiently to daily challenges 	AF/Int
<ul style="list-style-type: none"> • Have mentoring, motivational and coaching skills, or demonstrate a willingness to develop 	
<ul style="list-style-type: none"> • Is able to lead, deploy and support Teaching Assistants effectively (All applicants) 	AF/Int
<ul style="list-style-type: none"> • Be a professional role model 	AF/Int
(vi) Personal Qualities	
<ul style="list-style-type: none"> • Be positive, enthusiastic and determined 	AF/Int/Ref
<ul style="list-style-type: none"> • Able to work under pressure and recognise and manage stress, seeking support when necessary 	AF/Int
<ul style="list-style-type: none"> • Have flexibility, sensitivity and tact 	AF/Int
<ul style="list-style-type: none"> • Commitment to own learning and ongoing professional development 	AF/Int/Ref
<ul style="list-style-type: none"> • High expectations of self and others. 	AF/Int/Ref
<ul style="list-style-type: none"> • Ability to relate well to children and adults 	AF/Int/Ref
<ul style="list-style-type: none"> • Willingness and ability to work with parents/ carers 	AF/Int/Ref
<ul style="list-style-type: none"> • Effective organisational skills 	AF/Int/Ref