

Kellington Primary School



CLASS TEACHER AND EYFS & KS1 LEAD with responsibility for MATHS

September 2022 start

Kellington Primary School



Roall Lane, Kellington, Nr Goole, E Yorkshire DN14 0NY Tel/Fax: 01977 661127

Email: admin@kp.starmat.uk

Website: <https://kp.starmat.uk>

Dear prospective candidate,

We are delighted that you have an interest in applying for the position of class teacher and EYFS and KS1 lead with responsibility for maths at Kellington Primary School. This position has arisen due to the development of the senior leadership team at our school following the appointment of an operational executive headteacher to take over when the current headteacher retires. Mrs Melanie Lawrence, currently headteacher at South Milford Primary School, will be the executive headteacher of both of the schools from September 2022

Kellington is a small semi-rural school with currently 126 children on roll. It provides nursery provision for children from the age of three, (mornings only) and has four mixed aged classes to serve the children from Reception to Year 6. It is part of STAR MAT and works closely with the other schools within this partnership. We have wonderful children at our school and we strive to provide them with the best possible education to allow them to achieve their full potential. Our team, commonly referred to as 'Team Kellington' is wider than the children and staff employed in the school as it includes the parents and wider school community that we serve.

If you are looking for a role that will offer you great opportunities, a supportive team around you, a chance to develop and enhance your teaching and leadership skills and some challenges, then this job could be for you. Please do not hesitate to contact Helen Humphrys Headteacher (headteacher@kp.starmat.uk) if you have any questions or queries and please do book onto one of the visits organised to come and see our school and meet the team, Alternatively you will find more information about our school on the website <https://kp.starmat.uk>

Kind regards

Helen Humphrys
Current Headteacher

Mel Lawrence
Executive Headteacher from Sept.22



KELLINGTON PRIMARY SCHOOL

JOB DESCRIPTION - CLASS TEACHER with EYFS/KS1 lead and responsibility for Maths

Job Title: Class Teacher / EYFS/KS1 lead and responsibility for Maths

1. PURPOSE OF THE JOB

- To provide professional leadership and management for a class to secure innovative learning, high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
- To lead, manage, develop and maintain high quality EYFS and KS1 provision that provides quality teaching, excellent learning outcomes and success for all pupils
- To take responsibility for managing the EYFS provision which includes the nursery class and reception
- Leading the whole school strategic vision and development of the Maths curriculum alongside the SLT

2. CONSULTATION

In carrying out these duties, to consult, where appropriate, with the relevant senior manager, the staff in school, parents and carers, pupils and the wider community.

3. IN RELATION TO THE STATUTORY REQUIREMENTS

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

AREAS OF RESPONSIBILITY AND KEY TASKS

KEY CLASS TEACHER RESPONSIBILITIES:

A PLANNING, TEACHING AND CLASS MANAGEMENT, TO:

Teach allocated pupils by planning their teaching, to ensure good progression in learning for all pupils through:

- ensuring a stimulating and engaging environment which reflects the needs of the class as learners
- identifying clear learning objectives and specifying how they will be taught and assessed
- developing provision and setting tasks which inspire and challenge pupils and ensure high levels of interest and achievement
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying and meeting the needs of all children including those with SEN or very able pupils
- provide clear structures for lessons and provision, maintaining pace, motivation and challenge
- make effective use of assessment and ensure coverage of programmes of study
- ensure good learning through the effective teaching and best use of available time
- monitor and intervene to ensure sound learning and classroom management
- ensure the safety, protection and well-being of children at all times

Use a variety of teaching methods to:

- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils and give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- be reflective of their own practice to improve effectiveness

B MONITORING, ASSESSMENT, RECORDING, REPORTING - TO:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets for progress
- assess and record pupils' progress systematically and keep records to check work is understood and completed.
- monitor strengths and weaknesses to inform planning and recognise the level at which the pupil is achieving
- prepare and present informative reports to parents

C OTHER PROFESSIONAL REQUIREMENTS - TO:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school and STARMAT
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the leadership of the school
- take responsibility for their own professional development and duties in relation to school policies and practices
- liaise effectively with all stakeholders
- take on any additional responsibilities which might from time to time be determined

KEY LEADER RESPONSIBILITIES: Areas of Responsibility and Key Tasks - In addition to the requirements of a Class Teacher.

D SUBJECT MANAGEMENT - EYFS/Key Stage 1 and maths LEADER - TO:

- develop and implement policies and practices, which reflect the school's commitment to high achievement through effective teaching and learning;
- have an enthusiasm for the subjects, which motivates and supports other staff
- develop plans for the areas of responsibility, which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan;
- assess progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
- use your own class as an example of high quality teaching and learning in the subject;
- ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and set clear learning objectives

through an agreed scheme of work, developed in line with the school development/improvement plan;

- establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- ensure that teachers are aware of the implications of equality of opportunity which the subject raises.
- enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- ensure that the executive headteacher and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.
- support the executive headteacher by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- support the executive headteacher by maintaining efficient and effective management of the expenditure for the subject;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- take on any additional responsibilities which might from time to time be reasonably determined.

E SAFEGUARDING

- Be aware of, and comply with, policies and procedures relating to child protection; health and safety; confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware, support differences, and ensure all pupils have equal access to opportunities to learn and develop.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of the Trust and School organisation and may change either as your contract changes or as the organisation of the Trust or School is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the Trust and School's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the STAR MAT and school's policies, and supporting documentation in respect of these issues.



**PERSON SPECIFICATION: CLASS TEACHER with EYFS/KS1 and Maths responsibility
- Full time**

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications and Experience	<ul style="list-style-type: none"> ● Qualified primary teacher, with a proven track record of good or better teaching ● Experience of working successfully and co-operatively as a part of a team ● Teaching experience that demonstrates a variety of approaches to teaching and learning ● Experience of delivering high quality phonics lessons and fidelity to a SSP 	<ul style="list-style-type: none"> ● Evidence of commitment to further professional development ● Experience of working as part of a leadership team ● Recent experience of successfully co-ordinating or leading a curriculum area. ● Knowledge of the Floppy's phonics scheme ● Experience of mixed age classes 	<ul style="list-style-type: none"> ● Application form ● Certificates ● Interview ● Lesson observation
Special Knowledge and Skills	<ul style="list-style-type: none"> ● Inspirational practitioner with experience of leading practice and initiatives ● Understanding of current research into teaching and learning, and can demonstrate how this benefits classroom practice ● A secure understanding of the planning, delivery and assessment cycle ● Ability to communicate effectively in a variety of situations ● Sound knowledge, understanding and experience of the EYFS framework 	<ul style="list-style-type: none"> ● Good knowledge of maths mastery ● Experience of using White Rose Maths scheme ● Experience of delivering staff CDP ● Experience of nursery provision ● Knowledge and/or experience of the Thrive approach 	<ul style="list-style-type: none"> ● Application form ● Interview ● Reference
Classroom Management	<ul style="list-style-type: none"> ● Commitment to high standards and expectations of all children ● Maintenance of a well organised and managed classroom where children are independent learners ● Ability to develop a creative and exciting learning environment, where children's work is celebrated ● Teaching is planned and delivered to a high standard and ongoing assessment of children's achievements is undertaken ● Able to develop and maintain good relationships with pupils, colleagues and parents ● Successfully manage pupil behaviour through use of positive behaviour strategies 	<ul style="list-style-type: none"> ● Knowledge of all phases of primary education ● An understanding of metacognition and collaborative learning structures, such as Kagan ● Knowledge of the Reggio Emilia approach 	<ul style="list-style-type: none"> ● Application form ● Lesson observation ● Reference
Additional Attributes	<ul style="list-style-type: none"> ● A positive, co-operative approach ● Able to show empathy for others ● A calm manner ● Emotionally resilient and reflective ● Enthusiasm for all aspects of school life, teaching and learning ● Flexible, able to cope with change ● Excellent communication and interpersonal skills ● Willingness to take a full part in the life of the school 	<ul style="list-style-type: none"> ● Evidence of contributing to the whole life of the school ● Good and appropriate sense of humour 	<ul style="list-style-type: none"> ● Application form ● Interview



Welcome to our Trust!

There has been a strong tradition of collaboration between our 11 partner schools for many years which culminated in the establishment of the STAR Teaching School Alliance in 2016 and then the STAR Multi Academy Trust (STAR MAT) was 'born' in May 2018. You can visit our website here: www.starmat.uk

Our Trust is an exciting venture which allows us to strengthen our existing partnerships still further. We have chosen to form a Trust of local schools for the following reasons:

- **Of significance within our Trust aims and values are wellbeing and safeguarding.**
We know that effective learning takes place in an inclusive environment, where pupils feel happy, confident and supported, where they are valued for their unique individuality and educated to keep themselves safe from harm. These threads run through all that we do.
- **We want our pupils and students to achieve even better outcomes and for all of our pupils to receive an outstanding education.** We will continue to build and secure local school improvement capacity, and shared development strategies, which will help us do this, by providing appropriate levels of challenge and support within the partnership. We are building on strong relationships and high levels of trust. We are developing shared approaches to the curriculum as well as shared 'pedagogy' for teaching and learning. We are actively developing a 'Digital Entitlement' for our young people such as they can move on to further education and employment with confidence.
- **We are near enough to each other to build a strong local partnership,** building greater community cohesion, and more shared activities across all of our schools, benefiting pupils and students as well as our staff. These include shared approaches to curriculum planning, teaching and learning and already include opportunities to share specialist roles across more than one school – getting the expertise in the right place. Our growth strategy has a simple premise – we want to serve our locality with the best possible education.
- **Together we want to provide greater opportunities for recruiting new staff,** to retain our existing staff, facilitate leadership development and enhance staff professional development. Our staff are proud to work with STAR; we want our ethos and principles to continue to shine.
- **We know that our formal partnership can more easily achieve 'better value' and financial stability** by having more efficient central and shared services and enabling individual schools within the partnership to focus more resources on teaching, learning and pupil/student support. As a MAT of over 4000 pupils we have access to the School Condition Allocation (SCA) which has enabled us to invest £2 million into our school buildings over the first two years of our Trust. There is still much to do, but we will strive for world class educational premises for all of our students.
- **We will work together to support – and challenge – each other** through effective governance and accountability at local level. As good and



outstanding schools working together in an already strong Teaching School Alliance, we are very well-placed to achieve this. That said, we continue to look externally for challenge, support and partnership from local authorities, other Trusts and organisations – to be the very best that we can be.

Our Vision

To develop outstanding education in all our schools, which will enable every young person to flourish and realise their full potential.

Our Aims

We will:

- Ensure that our children achieve the best possible outcomes
- Develop the whole child; personally, culturally and spiritually
- Be inclusive; have a particular commitment to our most vulnerable children
- Teach our children to live well together and to make wise choices
- Ensure that our children are safe from harm
- Work to ensure that our schools are enjoyable places for children to learn.

Our Core Principles

We:

- Expect our schools to actively support each other and to share best practice for the benefit of all
- Are committed to providing services that will keep our schools compliant, financially robust and continuously improving
- Want all of our schools to retain and celebrate their distinctive

identity. We are:

- Open, honest, fair and straightforward
- Receptive to change and challenge
- Pioneering and outward facing
- Trusting, respectful and supportive of each other
- Prepared to listen to advice
- Empowering of others

Our Schools

- Tadcaster Grammar School
- Appleton Roebuck Primary
- Brayton Church of England Primary
- Kellington Primary
- Kirk Fenton Church of England Primary
- Monk Fryston Church of England Primary and Saxton Church of England Primary (federation)
- Riverside Primary School, Tadcaster
- Sherburn High School
- Sherburn Hungate Primary
- South Milford Primary



We want all of our schools to retain and celebrate their distinctive identity; it is the strong structure and partnership within our Trust which can enable strong practice to exist in all our schools.

We often talk about being '*stronger together*' through the collaborative, collegiate approach we take within the Trust.

It is a model of close partnership; our Trust has been successful because it has been founded on a group of schools with both a tight geographic footprint and most vitally many years of working together through shared vision, values and culture. We have developed many shared approaches including with regard curriculum planning, teaching and learning and opportunities to share specialist roles across more than one school. The Trust also provides appropriate levels of quality assurance, challenge and where necessary support within the partnership; we do this building on strong existing and well established relationships.

Together we want to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. Our aim is to be an excellent, ethical, employer! As a previous Teaching School, STAR will continue to offer Initial Teacher Training in 21/22 and has many leaders with accreditations such as LLE and SLE. Moving forwards, we are excited to be working with the Selby and Wakefield Teaching School Hub on the roll-out of the Early Careers Framework, NPQs and other threads of CPD in our locality.

At a time of reduced funding in schools, our formal partnership has already been able to achieve 'better value' and financial stability, by having more efficient central and shared services and through the partnership to focus more resources on teaching, learning and student support. As a Trust of over 4000 students, and 11 schools, we have access to significant School Condition Allocation (SCA), which enables us to access significant capital funding to invest in improvements to our school estate. We provide support and challenge through effective governance and accountability at local level with Local Governing Bodies which are linked through to the Board of Trustees through a Scheme of Delegation. At all levels there are highly evolved and consulted planners, guidance, advice and support.

If you would like any further information, please do not hesitate to [contact me](#)
Best wishes,

Ian Yapp
Chief Education Officer, the STAR Multi-Academy Trust

THE SELECTION PROCESS

If you wish to apply for the post of **CLASS TEACHER with EYFS/KS1 and Maths responsibility** then you should:

- Fully complete the online application form <https://bit.ly/STARTeachApp> ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).
- Your Supporting Statement within the application form should be 1/2 sides A4 Arial 12 point, maximum, addressing the following:

Side 1: How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Training
- Classroom management
- Additional attributes

Please use *relevant* examples and impact measures from your practice during the last 3 years.

Side 2 : Please detail the key qualities and characteristics that make a great classroom teacher and Key stage leader and outline how you would use your skills and experience to support the leadership team and develop teaching and learning. Outline any actions that you would be likely to prioritise during the first 6 weeks of the Autumn term

Please note:

We welcome visits to the school:

Visits have been arranged on **Friday May 13th 9.30am, Monday May 16th 2.30pm and Tuesday 17th May 9am**. Please contact admin@kp.starmat.uk to book a place.

Applications are to be received by **12 noon on Thursday 19th May**

Interviews will be held on **Wednesday 25th May**

Kellington Primary School



Our Vision

High expectations and inclusion are at the heart of everything we do at Kellington Primary School. We work hard to provide a varied and engaging curriculum which provides new opportunities that build the children's resilience; supporting them at school and in their wider life. Our school rules of honesty, politeness, working hard, respectfulness and taking responsibility, underpin all that we do.

As a village school; staff, governors, parents and the wider community have the responsibility to empower the children, the next generation of the local community, to develop their sense of place in the World. In celebrating their success, each child has the opportunity to 'shine'. This is our school and our future.

SHINE

Success

High expectations

Inclusion

New opportunities

Empower

Our School Rules

Tell the truth

Be polite

Work Hard

Show Respect

Take Responsibility



Our Vision

Is to create outstanding education within our academies to enable every young person to realise their full potential. We provide the best possible education in a fun and enjoyable learning environment. We have school improvement at the heart, and employ and deploy the best staff in the places where they are needed. Academies retain their local community identity, and operate within an agreed framework of delegation, working as an effective collegiate body. By utilising local and collective strengths we achieve the best outcomes for our young people and employees.

We do this by working in partnership with parents and other organisations that can positively contribute to our vision, and in keeping with our values of trust, openness and service.

Provide the best possible education

All children within our communities have a right to the same high standard of inclusive education. We are committed to nurturing an ethos that secures the very best outcomes for all our young people so that they are successful in the future and make a positive contribution to the communities they serve.

Collegiate and partnership working, utilising local strengths & identity

We are a trust of diverse schools including both community and church-based, primary and secondary that exist within a shared vision to provide the very highest standards of education. There is no one-size-fits-all solution for providing the best education, and although the academies in the STAR Multi Academy Trust are all within a short driving distance, each has different needs, has different challenges in improving academic outcomes, and has its own unique identity. We uphold and value this identity, celebrating and nurturing similarities and differences of individual ethos and values. We firmly believe that effective education needs to be focused on a true understanding of the community that the school serves, and the community of the school itself.

School improvement at the heart

We maintain highly successful academies where self-help, self-determination and self-improvement is encouraged. We have strong quality assurance systems with the setting of personalised improvement targets, monitoring of real time data, formative and diagnostic assessment, curriculum

impact analysis, effective intervention programmes and internal reviews, and expect active participation in school improvement initiatives from all our staff and member schools.

The best staff in the places where they are needed

We utilise collective strengths to positively impact upon our provision. We strive to develop leadership at all levels. By creating positive learning environments we enable all staff to flourish and develop professionally.

Securing the best outcomes

We work in partnership with the Church of England, other schools, educational institutions and private providers and local County Councils to ensure that we provide an outstanding education from pre-school to post-16.

Fun & enjoyment

We celebrate the uniqueness of all pupils and through outstanding pastoral care, academic challenge and inspirational teaching we ensure all children and young people participate fully and enjoy their education.

Achieving best value

We utilise innovative approaches to providing services and developing economies of scale to the benefit of all children and staff.