



Recruitment Information

Class Teacher

Key Stage One and Key Stage Two

April 2024





Excellence in the heart of Leeds...

'You have not lost sight of the absolute necessity to put pupils at the heart of all you do'

'Middle leaders are ambitious, well trained and effective'

'Staff morale is high'

'You have put in place a stimulating and interesting curriculum'

'The strong relationships you and your staff have with parents are a real strength of the school'

'Pupils enjoy coming to school and they are rarely absent'

'Pupils get on well together. The atmosphere in lessons and around the school is marked by politeness, kindness and mutual understanding.'

Mark Evans, HMI Ofsted

'An overriding strength of this school is the drive to ensure that all pupils are given the best possible opportunities academically, socially and emotionally. The school is led by an inspiring Head Teacher and Senior Leadership Team. Together they have developed a strong staff team who show passion, dedication and a genuine care and respect for their pupils. The new building is outstanding. It is spacious and welcoming, there are numerous areas for interventions and support, classrooms are bright and designed so that learning and behaviour are visible at all times. The learning environment is engaging and promotes health and wellbeing. This has helped the pupils to develop a sense of pride in their school'.

Sheryll Carter – Healthy Schools Assessor

'I am writing to personally congratulate you and the whole school community on the outcome of your recent Ofsted inspection. To retain your 'Good' judgement despite the incredibly busy and challenging year is a really fantastic achievement. The needs of the children are clearly at the very heart of everything that happens at Shakespeare Primary and I have no doubt that the next stop for you is 'Outstanding'

Director of Children's Services, Leeds City Council



Required for September 2024, Salary Grade MPS/UPS, Permanent Contract.

The Head Teacher and Governors are seeking to appoint **Class Teachers for Key Stage One and Two** in our vibrant and successful school.

The successful candidates will be highly motivated individual who:

- are an excellent classroom practitioner
- approach their work with enthusiasm, resilience and creativity
- are able to demonstrate a commitment to safeguarding and promoting the welfare of pupils and their families
- enjoy the challenge of delivering the highest levels of success for children
- are able to work as part of a team and engage with parents to support children's learning opportunities

In return we can offer the successful candidates:

- a thriving and successful school with the well-being of staff and pupils at the forefront of all decision-making processes
- a thorough induction process and welcome package
- shared planning with year group colleagues
- a new building with fantastic facilities, complete with extensive free parking and strong commuter links
- individually tailored career development and training opportunities
- children who have a thirst for learning and a desire to do well which is reflected in the support we see from parents

Shakespeare Primary School is a place where children, staff and families thrive.

Established in the heart of the city we have the privilege of serving a culturally rich, diverse community that reflects the dynamic nature of modern Leeds. We pride ourselves on delivering high standards of learning and supporting the aspirations of our whole community.

Both the 'high staff team morale' (Ofsted 2019) and our oversubscribed pupil waiting lists reflect the care, passion and drive our school runs on. As a larger school we have the flexibility of opportunity that enables staff to flourish and advance onto the further stages of their career.

Shakespeare is a thriving school that needs people with energy, vision, commitment and good humour to ensure it continues to be so. If you have these qualities, Shakespeare could be just the place for you. Please see the attached letter from the Head Teacher for further details of the role.

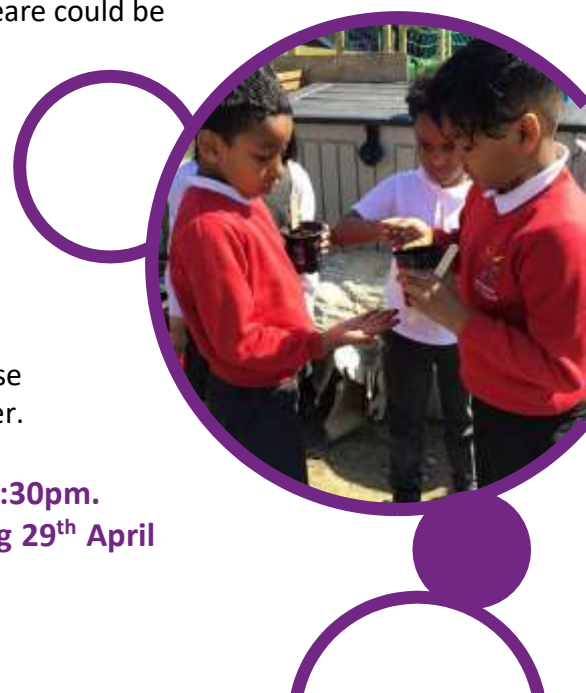
Visits to school are welcomed on the following dates:

Wednesday 17th April 2024 at 4:00pm and Tuesday 23rd April at 4:00pm. Please contact our school office on **0113 535 1000** or email recruitment@shakespeareleeds.org.uk to arrange a visit.

If you are unable to visit, but are interested in finding out more please contact us to arrange a telephone conversation with our Head Teacher.

The closing date for applications is Wednesday 24th April at 12:30pm.
The selection process will take place during week commencing 29th April 2024.

Details on how to apply are enclosed later in this document.





Dear Applicant,

Thank you for the interest you have shown in the Class Teacher posts at Shakespeare. We are seeking to appoint highly motivated and skilled teachers to both Key stage one and Key stage Two who want to join our thriving school. The roles are suitable for Early Career Teachers as well as experienced teachers seeking to further develop their career.

The posts offer a superb opportunity for the successful candidates to be part of the school's ongoing determination to deliver excellent learning for children in all areas of the curriculum. We have recently moved to an amazing new school building with facilities which further enhance our curriculum – dance studio, cookery room, floodlit multi-sports pitch, wildlife areas, multiple playgrounds and break-out learning spaces. It truly is an exciting time to be joining the Shakespeare team.

Our School

We are a growing school in a culturally rich part of the city, full of enthusiastic and engaged children. Our last OFSTED judged us to be a very good school with some significant outstanding elements. Our 'Curriculum of Excellence from the Heart of Leeds' is a knowledge-based curriculum designed to provide our children with the knowledge, skills and cultural capital that will equip them for the next stage on their learning journey. As a Class Teacher you will be part of our teaching team delivering inspirational lessons that ensure the aims of our curriculum are achieved. Year group teachers work collaboratively to plan, deliver and evaluate all aspects of the curriculum.

I recommend that you look at our website, www.shakespeareleeds.org.uk and our Twitter, @shakespeareLS9 to get a true and up to date reflection of life at our school.

We would welcome applications for the role from talented teachers who want to continue to develop their teaching, have a desire to be the best they can be and have a passion for making a difference to the lives of children.

Please include in your application

1. A Leeds teacher application form.
2. A letter of application.

Thank you.

Yours sincerely

Julian Gorton
Head Teacher



Job description for

Class Teacher

Job Title: Class Teacher
Grade: MPS/UPS
Accountable to: Head Teacher
Accountable for: Teaching and Learning

Purpose of the Job

Teachers make the teaching and learning of their class and groups their first concern and are accountable for achieving the highest possible standards in work and conduct.

In Relation to the Statutory Requirements

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part 10 of the Teachers' Pay and Conditions Document, Professional Duties. The post holder will be expected to undertake duties in line with the teacher standards and where relevant post threshold professional standards for qualified teachers and follow the School's Teaching and Learning Policy.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management, to:

Teach allocated children by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge children and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying and meeting the needs of SEN or very able children
- provide clear structures for lessons maintaining pace, motivation and challenge
- make effective use of assessment and ensure coverage of programmes of study
- ensure effective teaching and best use of available time
- monitor and intervene to ensure sound learning and discipline
- providing a high quality and well organised learning environment, based on a good understanding of how children learn
- use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. 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;
- evaluate their own teaching critically to improve effectiveness;
- establish a clear framework for classroom behaviour and conduct, in line with the school's policy, in order to anticipate and manage children's behaviour constructively and promote self-control and independence

Additional Standards for Nursery and Early Years

- take account of children's needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encourage children to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- manage parents and other adults in the classroom.

Monitoring, Assessment, Recording and Reporting to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor children's class work and homework providing constructive written and oral feedback 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, inform planning and recognise the level at which the child is achieving;
- Communicate and consult with parents as and when needed.
- prepare and present informative reports to parents.

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;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- to give every child equal opportunity to reach their potential and meet high expectations;
- to be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns and following school protocol/procedures;
- work as a member of a team on whole school policies, curriculum development, behaviour management and actively promote and implement any decisions made;
- be a lead person for a subject area or an aspect of school development when working as part of a Learning Team;
- take responsibility for their own professional development and duties in relation to school policies and practices; keeping up to date with research and developments in pedagogy and in the subjects they teach.
- take on any additional responsibilities which might from time to time be determined.

Person Specification

Attributes	Criteria	Essential/ Desirable	Where Found
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • BEd or equivalent • Knowledge of current educational practice and issues • Evidence of continuing professional development • Honours Degree 	E E E D D	Verification Form/Interview Form/Interview Form Form
Skills	<ul style="list-style-type: none"> • High level of written, oral and communication skills • Ability to communicate effectively orally and in writing to a range of audiences • High level of organisational and planning skills • An excellent classroom practitioner • Work effectively as part of a team, relating well to colleagues, pupils and parents • Ability to demonstrate a commitment to equality of opportunity for all pupils • Ability to investigate, solve problems and make decisions • Management of people and resources • Able to use own initiative and motivate others • Ability to demonstrate high level ICT skills in personal and educational situations • Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them • Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure • Able to offer expertise in a specific subject or area • Ability to teach across primary age range • Commitment to an involvement in extra-curricular activities • Evidence of sharing in and contributing to the corporate life of the school 	E E E E E E E E E E E D D D D	Letter/Interview Letter/Interview Form/Interview Form Letter/Interview Interview Interview Interview Letter/Interview Form Form/interview Letter/interview Interview Form Form/interview Interview
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of the provisions of national strategies i.e. Literacy, Numeracy and ICT • Effective use of ICT to support learning • Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress • Full working knowledge of relevant policies/codes of practice/legislation • Knowledge of all phases of Primary Education • The implications of the Code of Practice for Special Educational Needs for Teaching and Learning 	E E E E D D	Form/interview Form/interview Interview Form Form Form/interview



Attributes	Criteria	Essential/ Desirable	Where Found
Leadership	• As the lead professional in the classroom show an ability to advise and support other staff	E	Letter/interview
	• Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	E	Interview
	• Plan, allocate, support and evaluate work undertaken by other staff in the classroom	E	Interview
	• Lead professional development through example and support	D	Form/Interview
Disposition and Attitude	• Positive and optimistic attitude towards school improvement and inclusion	E	Letter/interview
	• Open-minded and receptive to new ideas, approaches and challenges	E	Interview
	• Place a high priority on effective team working and works easily and comfortably in a team environment	E	Interview
	• Commitment to an involvement in extra-curricular activities	D	Form/Interview
	• Evidence of sharing in and contributing to the corporate life of the school	D	Form/Interview
Other Conditions	• School operates a no smoking policy	E	
	• Agreement to the Governing Body undertaking a DBS disclosure	E	



The Application Process

Please visit the vacancy section on our website, <https://www.shakespeareleeds.org.uk/about-our-school/vacancies/> where information and an application form can be downloaded.

Application form

Please ensure that each section of the application form is completed in full, giving details of your educational achievements including grades and your employment history including reasons why you left previous roles. The presentation of the information should be clear, concise and in chronological order.

Please provide details of any gaps in your employment history. If you have undertaken any voluntary or unpaid work, please provide details.

In terms of your continued professional development, please list any recent and relevant training you have attended and completed.

Should you have further information relevant to the role that you have not had the opportunity to highlight in previous sections of the application form, please use section 6, information in support of this application section.

The bottom of the application form should be signed with an electronic signature if possible and dated.

References

Please provide details of your current or last employer. If you are currently working or have worked in a school, this should be the Head Teacher. Please provide the names, professional email addresses and daytime telephone numbers of your referees.

We are unable to accept references from family or friends.

Our safer recruitment processes state that we must follow up at least one reference in advance of an interview.



Submission of an application

Please submit your typed application form and covering letter in advance of the **closing date on Wednesday 24th April at 12:30pm** to recruitment@shakespeareleeds.org.uk. We will confirm receipt of your application.

We regret that we are unable to accept CVs.

Safeguarding, Child Protection and equal opportunities

Shakespeare Primary School and Nursery is committed to equality of opportunity. We positively welcome applications from all sections of the community.

We are also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment will be made subject to a Disclosure and Barring Service check (formerly known as a criminal record check) and receipt of two satisfactory references, one being from the successful candidate's current or previous employer.

Policy statement on the recruitment of ex-offenders

As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), the School complies fully with the Code of Practice and undertakes to treat all applicants for positions fairly. The School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.

The School can only ask an individual to provide details of convictions and cautions that the School are legally entitled to know about and convictions and cautions that are not protected. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974.

At interview, or in a separate discussion, the School ensures that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

For further information on the recruitment of ex-offenders please contact us on **0113 535 1000** or via recruitment@shakespeareleeds.org.uk





Shakespeare Primary School and Nursery
Lincoln Road, Leeds LS9 7NP | 0113 535 1000 | office@shakespeareleeds.org.uk

www.shakespeareleeds.org.uk