



October 2020

Dear Applicant

Thank you for your interest in the post of Class Teacher with the Dove-Shell Federation.

East Crompton St. James' and St Thomas' Moorside entered into a hard federation on 1st July 2015 after successfully working in partnership for 2 years.

The schools now have one Governing body who have the legal responsibility for both schools and is very ambitious in its vision for the Federation.

St Thomas' Moorside received the grade of Outstanding in its last inspection of June 2015 which was confirmed in an HMI visit in December 2017.

EC St James' received the grade of Good in April 2016. Even though the schools are in a Federation they still keep their own distinctiveness in their communities.

The Federation allows a lot of cross-school working, from planning with opposite year groups to lesson studies and joint class trips. Staff meetings are held weekly with staff from both schools. Senior and middle leaders work across both schools; this we have found successful as the schools are in two very contrasting areas. This gives the opportunity to see how children from different backgrounds learn.

Even though the schools are in a Federation and work closely together, they still keep their own distinctiveness in their communities.

The Federation is looking to recruit a full time class teacher of the highest calibre, from January 2021. The position will initially be based at St Thomas Moorside School. Candidates should be aware that each year the staffing in each school is reviewed; teachers may be asked to work in either school or key stage.

The post is open to NQT's and experienced teachers. Successful applicants will demonstrate a high level of organisational skills, be highly motivated and put the children at the centre of their work.

Visits to the school are strongly encouraged and are available during week commencing 2nd and week commencing 9th November To arrange a visit, please contact the school office on 0161 624 9290 from 2nd November onwards. For informal enquiries regarding the post, contact the Executive Headteacher, Mr Adam Laskey or Deputy Headteacher Mrs Warren.

Applications should be completed electronically and returned to the school: info@st-thomas-moorside.oldham.sch.uk. Please note CVs will not be accepted.

We look forward to meeting you.

Yours faithfully,

Mrs K.Jackson
Chair of Governors



**THE DOVE-SHELL
FEDERATION**

SEEKING THE BEST FOR EVERYONE
PEACE AND PILGRIMAGE

Person Specification:

Class Teacher

Application (A) Interview (I) Reference (R)

	Criteria	How assessed	Essential	Desirable
Education & Qualification	Qualified Teacher Status.	A/I	E	
	Degree.	A	E	
Teaching and Learning				
	<ul style="list-style-type: none"> Willingness to teach across the primary age range. 	A/I		D
	<ul style="list-style-type: none"> The ability to use and apply effective assessment techniques. 	A/I/R	E	
	<ul style="list-style-type: none"> Knowledge of, and the ability to use, comparative data together with information about pupils' prior attainment to establish benchmarks and set targets for improvement. 	A/I	E	
	The ability to:			
	<ul style="list-style-type: none"> Deploy a range of strategies for raising pupils' achievement. 	A/I	E	
	<ul style="list-style-type: none"> Develop effective partnerships with parents. 	A/I/R	E	
	<ul style="list-style-type: none"> Deploy a range of strategies which impact on raising standards through effective learning and teaching. 	A/I	E	
	<ul style="list-style-type: none"> Use ICT for management and teaching. 	A/I	E	
Skills and Abilities				
Leadership Skills	The ability to:	A/I	E	
	<ul style="list-style-type: none"> Set high expectations and standards as a role model for pupils and staff. 			
	<ul style="list-style-type: none"> Develop productive working relationships at all levels. 	A/I	E	
	<ul style="list-style-type: none"> Inspire and motivate pupils and staff. 	A/I	E	
	<ul style="list-style-type: none"> Work as part of a team. 	A/I/R	E	
	<ul style="list-style-type: none"> Seek advice and support where necessary. 	A/I/R	E	
<ul style="list-style-type: none"> Communicate and work effectively with all stakeholders, consultants and the wider community. 	A/I/R	E		

	<ul style="list-style-type: none"> • Prioritise, plan and organise specific tasks. 	A/I	E	
Teaching Skills	<p>The candidate will be an effective classroom practitioner and as a result should have the ability to:</p> <ul style="list-style-type: none"> • Sustain their successful teaching, delivering good and outstanding teaching. 	A/I	E	
	<ul style="list-style-type: none"> • Raise the standards of pupil achievement and attainment. 	A/I/R	E	
	<ul style="list-style-type: none"> • Match pupils' needs in terms of the curriculum, spiritual, personal development and behaviour. 	A/I	E	
Decision making Skills	<p>The ability to:</p> <ul style="list-style-type: none"> • Think creatively. 	A/I	E	
	<ul style="list-style-type: none"> • Anticipate and solve problems. 	A/I	E	
	<ul style="list-style-type: none"> • Think objectively and demonstrate balanced and fair judgement. 	A/I	E	
Communication Skills	<p>The ability to:</p> <ul style="list-style-type: none"> • Listen to, and understand the views of others. 	A/I	E	
	<ul style="list-style-type: none"> • Communicate effectively, orally and in writing (including the ability to use ICT to enhance written presentations), to a range of audiences. 	A/I	E	
	<ul style="list-style-type: none"> • Consult and negotiate to achieve specific objectives. 	A/I/R	E	
	<ul style="list-style-type: none"> • Contribute to meetings where appropriate. 	A/I/R	E	
	<ul style="list-style-type: none"> • Maintain good communication systems with the Executive Head, Senior Leadership Team, other staff, Governors and parents. 	A/I/R	E	
Work Circumstances and Personal Qualities				
	<p>The ability to:</p> <ul style="list-style-type: none"> • Prioritise and manage one's own time effectively. 	A/I/R	E	
	<ul style="list-style-type: none"> • Work consistently to deadlines, setting and achieving challenging but realistic goals. 	A/I/R	E	
	<ul style="list-style-type: none"> • Accept guidance and support and take responsibility for one's own professional development. 	A/I/R	E	
	<ul style="list-style-type: none"> • Show a commitment to meet all the demands of the job, in line 	A/I/R	E	

	with current terms and conditions of employment.			
	• Enjoy a sense of humour.	I		D
	• Show a high level of commitment to educational inclusion.	A/I/R	E	
	• Support the Christian ethos of the school.	A/I/R	E	

CONTACTS: Pupils, parents, school staff, governors and visitors to school

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

Responsible to: School Senior Leadership Team

Responsible for: Class Teaching Assistant

SPECIAL CONDITIONS: DBS Disclosure Required – Enhanced



Job Description

Class Teacher

Job title	Class Teacher
Grade	Main scale
Accountable to	Executive Head teacher
Line manager	Executive Headteacher /Deputy Headteacher

Introductory statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and the Teachers' Standards 2012.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents, colleagues and external agencies in the best interests of their pupils.

Purpose of the role

To ensure all pupils achieve high standards of learning, behaviour and well-being.

Main duties

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Teach pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning and scholarship.

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class and enrichment activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the review, design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Undertake formative, summative and statutory assessments in line with the school's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.

Manage behaviour and resources effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms, around the school and when learning off-site, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the Federation and in other schools.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Additional responsibilities (subject to skills and experience)

Subject Champion

Support the Federation Subject Leader for a specified subject in policy development and organisation of teaching designed to ensure progression and continuity of the subject throughout the Federation.

Operational Responsibilities

Development and support

- Plan for staff CPD based on skills audits.
- Support with lesson observations and learning walks
- Arrange lesson studies with staff.
- Support the Federative subject leader in writing action plans for the Federative Development plan.

Assessment

- Monitor the use of assessment for learning in the subject
- Monitor standards in the subject in the Federation
- Analyse book scrutiny feedback sheets providing feedback to staff.
- Ensure previous areas for development on book scrutiny sheets have been acted on.

Monitoring and evaluation

Support the Federative subject Leader in

- Monitoring and evaluating long, medium and short term planning.
- Monitor vulnerable pupils/groups identified from pupil progress meetings.

Resourcing

Support the Federative subject leader in

- Auditing and ordering resources as necessary
- Securing with SLT resources necessary to facilitate SDP for the subject area.

Policy and Scheme of Work

Support the Federative subject leader in

- Drafting, reviewing and revising the appropriate policy documents.
- Drafting, reviewing and revising schemes of work and progression schemes.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - showing tolerance of and respect for the rights of others;
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the school and LA.

Equality

- Ensure that the school reflects a vibrant and inclusive ethos which actively values and promotes diversity, unity and community cohesion, and supports pupils to become successful integrated citizens.
- Actively challenge and address discrimination.

Beliefs, attitudes and personal attributes

- Focused on pupil achievement.
- Resilient and persistent in goals, but adaptable to context and people.
- Willing to develop a deep understanding of people and context.
- Willing to take risks and challenge accepted beliefs and behaviours.
- Self-aware and able to learn.
- Optimistic and enthusiastic.
- Support the Christian ethos of the school, including taking part in Religious Education and Acts of Worship.

General

The post holder will:

- Be expected to actively support the work and ethos of the school.
- Be expected to undertake such additional duties as may reasonably be requested by the executive head teacher.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Executive Headteacher immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities, safeguarding and child protection.
- Actively use school e-mail communication.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of school. This job description details responsibilities but does not direct any particular priorities or amount of time to be spent carrying out these duties.

Signed:..... Post Holder

Signed:..... Executive Headteacher

Date:.....

Verification of Right to Work in the UK

We are required by law to have proof of your right to work in the UK before you can commence employment. This can be established by providing the following documentation.

If you were born in the UK the following documents will provide this evidence:

- A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.

Or

The following documents can be used **ONLY** when produced in combination with an official document giving your **permanent National Insurance Number** and your name issued by a Government agency or a previous employer.

- A full birth certificate issued in the United Kingdom which includes the name(s) of at least one of the holder's parents.
- A full adoption certificate issued in the United Kingdom which includes the name(s) of at least one of the holder's adoptive parents.

If you were born outside the UK the following documents will provide this evidence:

- A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.
- A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of the European Economic Area or Switzerland.
- A residence permit, registration certificate or document certifying or indicating permanent residence issued by the Home Office, Border and Immigration Agency or UK Border Agency to a national of a European Economic Area country or Switzerland.
- A permanent residence card issued by the Home Office, Border and Immigration Agency or UK Border Agency to the family member of a national of a European Economic Area country or Switzerland.
- A Biometric Immigration Document issued by the UK Border Agency to the holder which, indicates that the person named in it is allowed to stay indefinitely in the United Kingdom, or has no time limit on their stay in the United Kingdom.
- A passport or other travel document endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the United Kingdom, has the right of abode in the United Kingdom, or has no time limit on their stay in the United Kingdom.

The following documents can be used ONLY when produced in combination with an official document giving your permanent National Insurance Number and your name issued by a Government agency or a previous employer.

- An Immigration Status Document issued by the Home Office, Border and Immigration Agency or UK Border Agency to the holder with an endorsement
- indicating that the person named in it is allowed to stay indefinitely in the United Kingdom or has no time limit on their stay in the United Kingdom.
- A full birth certificate issued in the United Kingdom which includes the name(s) of at least one of the holder's parents.
- A full adoption certificate issued in the United Kingdom which includes the name(s) of at least one of the holder's adoptive parents.
- A birth certificate issued in the Channel Islands, the Isle of Man or Ireland.
- An adoption certificate issued in the Channel Islands, the Isle of Man or Ireland.
- A certificate of registration or naturalisation as a British citizen.

- A letter issued by the Home Office, Border and Immigration Agency or UK Border Agency to the holder which indicates that the person named in it is allowed to stay indefinitely in the United Kingdom.

Documents which provide an excuse for up to 12 MONTHS

- A passport or travel document endorsed to show that the holder is allowed to stay in the United Kingdom and is allowed to do the type of work in question, provided that it does not require the issue of a work permit.
- A Biometric Immigration Document issued by the UK Border Agency to the holder which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question.
- A work permit or other approval to take employment issued by the Home Office, Border and Immigration Agency or UK Border Agency **when produced in combination with** either a passport or another travel document endorsed to show the holder is allowed to stay in the United Kingdom and is allowed to do the work in question, or a letter issued by the Home Office, Border and Immigration Agency or UK Border Agency to the holder or the employer or prospective employer confirming the same.
- A certificate of application issued by the Home Office, Border and Immigration Agency or UK Border Agency to or for a family member of a national of a European Economic Area country or Switzerland stating that the holder is permitted to take employment which is less than 6 months old **when produced in combination with** evidence of verification by the UK Border Agency Employer Checking Service.
- A residence card or document issued by the Home Office, Border and Immigration Agency or UK Border Agency to a family member of a national of a European Economic Area country or Switzerland.
- An Application Registration Card issued by the Home Office, Border and Immigration Agency or UK Border Agency stating that the holder is permitted to take employment, **when produced in combination with** evidence of verification by the UK Border Agency Employer Checking Service.
- An Immigration Status Document issued by the Home Office, Border and Immigration Agency or UK Border Agency to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, and is allowed to do the type of work in question, **when produced in combination with** an official document giving the person's permanent National Insurance Number and their name issued by a Government agency or a previous employer.
- A letter issued by the Home Office, Border and Immigration Agency or UK Border Agency to the holder or the employer or prospective employer, which indicates that the person named in it can stay in the United Kingdom and is allowed to do the work in question **when produced in combination with** an official document giving the person's permanent National Insurance Number and their name issued by a Government agency or a previous employer.

A delay in producing these documents will affect your start date