



Welcome to Stocks Lane Primary School

Dear Applicant,

Thank you for applying for a position in our school. I hope to give you a little background information about our amazing school and why it is such a great place in which to work and to continue to further your career in.

Stocks Lane Primary School has undergone many changes since it was built in the Victorian era as a First School. It became a through primary school in 2002-2003 as a half-form entry with 105 pupils on roll when the nearby housing estate was built. Over the last two years we have been, and still are, in the midst of another expansion plan to take us to a one-form entry school, which is still a relatively small sized school in Bradford these days.

Our 147 pupils come from across the Queensbury area, but the majority live in the near-by private housing estates in Clayton Heights. Our makeup of pupils is that of mainly white British working families with 14% Pupil Premium and 19% of pupils being from an ethnic heritage.

Our staffing structure is of course relatively small too. In September 2017 we restructured the Senior Leadership Team and our Headteacher became the Executive Head across our school and Carrwood Primary in the Holmewood area of Bradford. I became Head of School and an Assistant Headteacher was appointed from within school. In the new academic year, we will be embarking upon the expansion of Key Stage 2; Year 3 will have 30 pupils and Year 4 will be a half-form of 15 pupils. Years 5 and 6 will continue to be a mixed age class until we reach capacity in September 2021.

The values that run through every member of staff and Governor at Stocks Lane are those that we instil within every child in our school community on a daily basis. Our children, parents, staff and Governors worked together to devise them when we rebranded the school in 2015. We wanted to encompass our caring and supportive ethos, as well as capturing the new design brief of the building, that we will have very soon! They are: Believe, Encourage, Succeed Together (BEST).

Our pupils are very conscientious and have a thirst for learning a variety of new and exciting things, whilst the staff have clear, high expectations of each and every child in the school.

In December 2014, OfSTED graded our school as a 'good' school and we strive to keep this accolade and of course, as always, improve upon it.

Please take a look at our website to find out more about our school.

Thank you.

Mrs L. Neal
Head of School

Here are some quotes from our pupils and staff about their school.

The staff in our friendly school are very welcoming

We have a bright and colourful school environment and nice classrooms

I started at Stocks Lane four and a half years ago as an NQT and I am now EYFS manager. Since starting, I have been fortunate enough to have had the training, experiences, friendly colleagues and a very approachable senior leadership team to help me get to where I am today. I have always felt fully supported by all members of staff and was made to feel extremely welcome and part of the team from day one.

Working in a small school can have its challenges but the committed teaching and support staff problem solve as a team. We always work together to overcome these challenges and ensure all children are immersed in a rich, varied and relevant curriculum to enable them to become the best that they can be.

Each day at Stocks Lane is different, challenging and extremely rewarding. I always look forward to coming to school and working with our fantastic team and hardworking children.

I have lots of opportunities to take part in different things such as being a Lunch Time Buddy and being on the School Council. We have lots of fun activities like World Book Day, drumming, clubs and residential.

We have nice sensible pupils in our lovely school, who are well behaved and enjoy their education.

I joined Stocks Lane in January and as a new member of staff I was welcomed wholeheartedly by the whole school community. At first, I felt a little daunted joining such a tight knit team but these fears were soon put to rest. I have felt fully supported as I have become familiar with the school's processes and a role which is new to myself.

Being part of such an inclusive team is very rewarding. The open and honest atmosphere in school allows me to continuously reflect on my own practice and the way in which this impacts on the pupils. All of the staff and pupils are "in it together" and this attitude is encouraged throughout the school.

Working in a small school environment is a fantastic experience and a sense of community and togetherness is present in every aspect of the day. I am looking forward to staying at the school throughout its expansion and facing the challenges that this entails.

Stocks Lane Primary School

Outline Job Description

POST TITLE:	TEACHER – PRIMARY
POST REF:	
GRADE:	MAIN SCALE / UPPER PAY SCALE

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Bradford Council/This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. The Council/This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

As a Primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area and across the curriculum.

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You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:

- To lead a subject across school.

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

RESPONSIBILITIES:

TEACHING:

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.

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- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (NQTs).
- To efficiently deploy such resources as are allocated/delegated to you.

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- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

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FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

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PERSONNEL SPECIFICATION:

	ESSENTIAL
EXPERIENCE:	<ul style="list-style-type: none"> • Proven record of success as an outstanding Teacher • An understanding and demonstration of barriers to learning and how those may be overcome • Experience of managing student performance and intervention strategies to raise performance • Previous teaching within primary education • Experience of safeguarding and additional educational needs • Experience of working alongside employer partners to achieve learning objectives • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • Honours degree or equivalent in relevant subject • Qualified Teacher Status • Professional qualification or relevant experience
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Ability to communicate effectively with a range of internal and external stakeholders • Excellent literacy, numeracy and IT skills • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level.

OFFICE USE ONLY:

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