



Primary Teacher – KS2

(suitable for ECT)

Application Pack

March 2024



Principal's Welcome

Thank you for your interest in our school and the post of Primary phase Teacher at Caroline Chisholm School. This is a full-time permanent role.

Our school is a dynamic and heavily oversubscribed all-through academy which covers an age range from 4 to 19. The school caters for over 2100 students across our Primary phase, Secondary phase, and Sixth Form.

We are currently seeking a Primary Teacher within our fully inclusive, all-through learning community. The successful candidate will be a highly motivated individual who has outstanding experience and/or potential. Our new teacher will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

The post will suit individuals who are looking to ultimately become successful middle leaders in the future. The School has a highly talented and motivated staff body and a supportive, bright and extremely well-behaved student body.

The school is currently rated as 'Good' with 'Outstanding' features by Ofsted. Our early years foundation stage provision is judged to be outstanding.

We continue to improve and aim to become one of the highest performing schools in the Northamptonshire area. We are a "High Performance Learning School" and in November 2021, we obtained the "High Performance Learning, World Class School Award". We are now part of the HPL global fellowship and collaborate with schools both locally and internationally.

My vision for the school is that it becomes a centre of excellence in developing innovative teaching as well as being a school that focuses on developing success, confidence, and ambition in all our students. It is therefore important that the successful candidate has a true passion and determination for improving attendance across the school and enabling students to fulfil their potential.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you. This position is available from September 2024.

Regards,

A handwritten signature in dark ink, appearing to read 'D. James', with a long horizontal stroke extending to the right.

David James
Principal

Vice Principal's introduction

We are seeking a passionate and inspirational teacher to be part of our Key Stage 2 team. The successful candidate will provide engaging and stimulating learning experiences for students as part of a supportive and welcoming team.

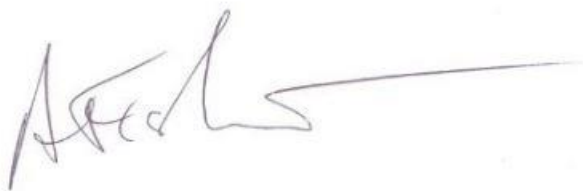
The school is privileged to have a highly-talented, experienced, motivated staff team and pupils are capable and extremely well behaved.

The use of the High Performance Learning framework is well developed in the Primary phase and we are striving to become a centre of excellence in developing innovative and highly-effective teaching, whilst being a school that continues to focus on the wellbeing and happiness of all pupils. We are currently embedding the [Writing for Pleasure](#) approach to developing literacy across the phase and students are enthusiastically embracing this new approach. From April 2024 we will be adopting the [Dimensions](#) curriculum scheme and are excited by the opportunities this provides to reflect on our teaching practice and ensure the best possible outcomes for all of our students. Our students are fortunate to receive specialist teaching in Music, PE, Art and Spanish which allows for a higher level of PPA for class teachers.

Within the primary phase we strongly believe that enrichment and extra-curricular opportunities are an essential part of an effective education and as such we ensure that every class has the opportunity to go on a trip every year, hold themed days and weeks and have the chance to perform for parents to demonstrate their learning. Staff go above and beyond to facilitate these opportunities and we are always open to new ideas and expertise.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'Andy Fisher', with a long horizontal line extending to the right.

Andy Fisher

Vice Principal



Our school

We are an oversubscribed, academically successful all-through school that strives to develop young people into ambitious, extraordinarily successful, happy, and resilient young adults.

Being an all-through school has a number of benefits for staff, students and parents; children to stay settled, staff can work together across all phases and parents can be assured with a consistent approach to their child's education.

We make learning enjoyable from reception right up to the sixth form. We provide a challenging academic curriculum, coupled with an incredibly supportive pastoral system that values the strengths and talents of the individual student. Our purpose built, modern facilities, provide students with a wealth of exceptional learning spaces, including specialist science laboratories, drama and music studios, a dedicated sixth form study centre and so much more.

Since our opening in 2004, we have progressed as a school to offer both excellent facilities and teaching. We are an Ofsted rated 'Good' school and in 2021, we secured the prestigious World Class School Award following the High Performance Learning philosophy.

Our vision for the future

Our ambition is to become a top 10% school nationally, in all that we do. We are currently working well above this target in a number of areas and, with the help of our whole school staff body which you could be a part of, we continue to strive towards this goal against all measures to become one of the highest performing schools in the country.

*"Pupils are well supported for their next steps in education and training.
Opportunities for extra-curricular activity are highly regarded."*

Ofsted, 2020

Our vision and values

Our school is a safe, secure, and inspirational learning environment at the heart of our community where everyone is equally valued and respected - a community built on:

Ambition

By developing the school culture, where everyone:

- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

Confidence

Where everyone develops self-belief by:

- overcoming challenges
- taking calculated risks
- upholding our shared values

Success

Where everyone is inspired to:

- become a high performing learner
- embrace a range of rich and diverse opportunities
- celebrate achievement in all its forms

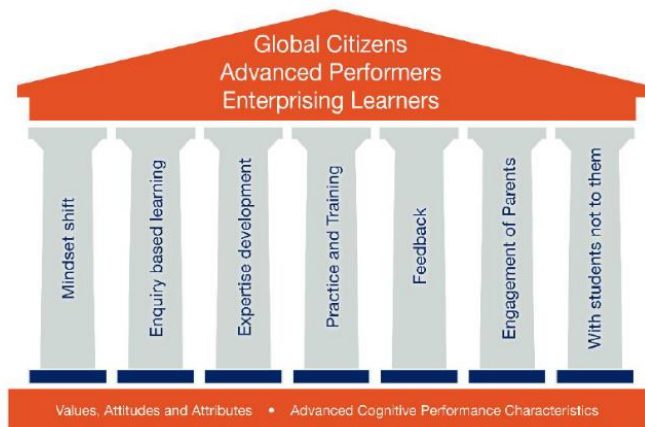
Our school ethos 'Everyone, Every Lesson, Every Opportunity' carries across all phases of our school. If our ethos fits with your ambitions, we would very much like to hear from you.



High Performance Learning

Our approach to Teaching and Learning is driven by the “High-Performance Learning Framework”. The framework is a practical method for schools and teachers to develop their students' intelligence. At the basis of the framework are the “Advanced Cognitive Performance Characteristics (ACPs)” and “Values, Attitudes and Attributes (VAAs)” that students can develop to become high performers.

The 7 Pillars of High Performance



The background to the “High-Performance Learning” philosophy is our growing understanding of how to create more high performing students. This requires a decisive move away from expecting only a small proportion of students to be able to achieve academic success and towards expecting high performance to be the norm in the school.

We are proud to be awarded the World Class School for High Performance Learning (HPL) award, prestigious, globally recognised award that celebrates the achievements of schools which are amongst the best in the world. Achievement of the award is a confirmation of the school’s ability to provide an exceptional level of education for its students; using the High-Performance Learning approach to enable them to reach high levels of academic performance.

- We believe that everyone in the school, regardless of background or starting point, can achieve the highest academic standards.
- Every member of staff works hard to ensure that students will be equipped with the values, attitudes and attributes that will serve them well in their next endeavours - be that university, apprenticeship, the workplace, and their lives.

Staff joining are given CPD and support to help them implement the High-Performance Learning Framework in their own classroom as part of our induction programme.





Job description: Primary Teacher

Reporting to: Phase Leader

Responsible for: The provision of a full and rich learning experience and support for students

Working time: We are happy to accommodate either full or part time applications

Salary: ECT/MPS/UPR

Main duties and responsibilities

Main purpose:

- To fulfil the Professional Standards of a Teacher, in the context of being part of a Phase team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher including the personal development dimension
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Key responsibilities:

- To meet all requirements as appropriate of the Teachers' standards
- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required



Duties and responsibilities:

Operational/Strategic planning & Quality Assurance:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Primary phase.
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Phase Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To contribute to the Primary phase development plan and implementation
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the whole school's planning activities
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the phase in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school Curriculum Provision and Development
- To assist the Phase Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and our Aims and Strategic Objectives Staff Development, Recruitment & Wellbeing
- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

Communications:

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies Care Guidance and Support
- To promote the general progress and well-being of individual students and of the class
- To liaise with a Year Leader to ensure implementation of the Pastoral System

Communications (continued):


- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life

- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour for Learning systems so that effective learning can take place
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions document, currently in operation or any subsequent legislation

Notes:


Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.





“This is a “World Class” school that is keen to progress further. In fact, I think it is a ‘wow’ school that could be a real beacon for how HPL can impact on learning in an Academy.”

Russel Ellicott – HPL accreditor



Person specification

Person Specification – Teacher
Requirements
Experience
Qualified teacher status in the UK
Educated to degree level
Knowledge of effective strategies to include and meet the needs of all pupils, in particular, underachieving groups of pupils, pupils with SEN and the most able
Professional Skills & Abilities
A good/outstanding classroom practitioner
A teacher with good ICT knowledge and skills
Must be able to plan lessons effectively for all the pupils in a class
Must be able to keep records of pupil progress in line with academy policy
Must be able to use assessments of pupils learning to inform future planning
Ability to plan and work collaboratively with colleagues
Behavioural Competencies
Must be willing and enjoy engaging with parents in order to encourage their close involvement in the education of their children
A teacher with a flexible approach to work who enjoys being a good team member
Must have good oral and written communication skills
Must be able to manage own workload effectively and respond swiftly to tight deadlines
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit
Willingness and ability to contribute to whole school training days
Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others
To practice equal opportunities in all aspects of the role and around the workplace in line with policy
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post
Applicable to all staff
Undertake training as required in order to fulfil the requirements of the role
Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school
Play an active role in terms of safeguarding all students and adults



Safeguarding

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an Enhanced DBS Disclosure. All applicants should read the school's Child Protection and Safeguarding Policy (which is available on our website [here](#)) and are required to declare any information, as requested, on the online application form.

How to apply

To apply, please download the application form and attach a supporting statement to tell us about your experience and suitability for the post with reference to the job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Jane Trelvelick, Payroll and HR Coordinator via: jtrelvelick@ccs.northants.sch.uk

Please note that all applications must be submitted by **midday on Thursday 21st March 2024**.

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

Interview

Interviews for the post will take place **Tuesday 26th March 2024**.

The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.

Caroline Chisholm School



Ambition Confidence Success
Everyone Every Lesson Every Opportunity

Principal: Mr David James

Vice Principals: Mr Andrew Fisher, Mrs Elizabeth Husband, Mr Gary Wakefield

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