



Information for Applicants for Teachers

Position: EYFS/ KS1 Teacher

Salary: MPS

Contract: Full time (Temporary until July 2023 in the first instance)

Start Date: 1st January 2023

Saxton Church of England Primary School

Dam Lane

Saxton

Tadcaster

LS25 5PN

Telephone: 01937 557396

Headteacher: Mr R M Weights B.Ed, FHA





21st October 2022

Dear Colleague

Thank you very much for taking an interest in the post of EYFS/ KS1 Teacher at Saxton Church of England Primary School.

We are looking for outstanding teacher who will enhance our team. This is a full-time contract, initially for a fixed term until July 2023, working in our EYFS & KS1 class. You need to be a positive person who is self-motivated and enthusiastic, able to bring out the best in young children. You need to be able to work closely with other teachers and non-teaching staff and be a good communicator. The school has a good track record of mentoring new staff and facilitating career progression.

The job description and selection criteria (enclosed) indicate some of the qualities that are essential or desirable for this post. If you have these qualities and can also offer something more please ensure that you tell us. It is important that you state your curricular strengths and interests.

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.

I would like to thank you again for your interest in the post. If you are excited by this opportunity, I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'R. Weights'.

Mr Rick Weights
Executive Headteacher



The Application Process

If you wish to apply for the post of EYFS/ KS1 Teacher, then you should:

- pay particular attention to the following whilst assembling your application:
 - Job description and person specification for the role
 - School Outcomes
 - The school website <https://sp.starmat.uk/>
 - THE STAR MAT website <https://web.starmat.uk/>
- 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 an email address for each). Do not enclose additional CVs.
- Your supporting statement should be no more than the equivalent to two sides of A4 (Size 11 font), addressing the following:
 - How your teaching experience to date fits the requirements of the person specification. Please use *relevant & recent* examples and impact measures from your practice over the last 3 years.

Remember when addressing the above, ***less is sometimes more.***

Timeline for the selection process

Post advertised	4 th November 2022
Closing time/date for applications	17 th November 2022
Shortlisting	21 st November 2022
Interviews	2 nd December 2022



Appendices

1	The Schools, the Location
2	The School Vision
3	The School Improvement Plan Summary
4	Job Description
5	Person Specification
6	The STAR Multi Academy Trust



Appendix 1

The Schools

Monk Fryston and Saxton Church of England Primary Schools are a very successful federation that was established in 2019. The schools work very closely together, with a single governing body and leadership team, and a cohesive team of staff. We operate as one team, with the same policies, shared planning, and staff development. Staff meetings are held jointly in order to share experience and expertise, and work towards common goals.

We are Church of England Schools and our links with the Church are strong. In May 2018 we converted to become academies and were the first members of the STAR Multi-Academy Trust.

The schools have a happy, family atmosphere. The children are well motivated and we have high expectations of them. Teaching is of a high standard and our results over several years have been exemplary. The teachers work across both schools as a strong team, together with non-teaching staff, parents and governors.

The schools are different sizes. Monk Fryston is one-form entry, with 210 pupils in total taught in single-aged classes. Saxton is smaller, with just 58 pupils taught in 3 mixed-aged classes. In order to plan effectively, both schools follow the same curriculum rolling programme.

Both schools were inspected in 2022. Monk Fryston was judged to be a Good school with Outstanding aspects; Saxton was judged to be Requires Improvement, but was Good in 3 out of 4 judgements.

Both schools have achieved the Eco Schools Green Flag award for work in environmental education, and also the Primary Science Quality Mark.

The Location

Monk Fryston and Saxton are rural villages in an area off the A162 between Tadcaster and Sherburn, and the A63 between Selby and Leeds. The A1 is very close and there is easy access to Leeds, York, Selby, Tadcaster and the M62.



Appendix 2

The School Vision

This is our school, where a child's learning story begins. We all take ownership and share a collective responsibility to love and care for everyone here.

We will be better and stronger, because we are working together in our quest to do and be our best.

Motto

Good people, doing well

Aim

We aim for everybody to show respect and care for others, and experience high levels of success and happiness.

Prayer

Lord, This is our school, a place where we learn and always do our best. Help us to remember to love and care for everyone here; to help, to comfort, to be a friend. Amen.

Values

Courage

We believe that with God's help and the encouragement of our families, friends and teachers that we can all be courageous, facing challenges and standing up for what is right.

Compassion

At Saxton School we show compassion by helping people so they feel cared for, just as God cares for us.

Creativity

We value all of our unique talents and use them creatively for our own enjoyment, to give pleasure to others and to make a difference in the world.

Respect

God has created a beautiful world and we respect His creation by being kind to each other and by looking after the environment.

Community

We enjoy being members of a community, building friendships, supporting each other and working together to make the world a better place.

Appendix 3

The School Improvement Plan Summary

Priority 1: High-Quality Teaching

Links to Trust Strategic Plan: Curriculum, teaching & learning

Resourcing: Catch-up funding, additional TA costs, donations/ school fund to support enrichment

Ensure that the curriculum and assessment ensures high outcomes, and that delivery in lessons and interventions supports progress of children of all abilities.

Priority 2: Wider school strategies

Links to Trust Strategic Plan: Safeguarding, 'pastoral curriculum' and wellbeing

Resourcing: use of carry forward to cover new roles

A strategic approach to improving attendance is developed in line with the DFE guidance and MAT policy. New roles and working practices to be created. Families have improved

connection with school and receive the support they need to ensure that their children are able to succeed.

Priority 3: Workforce and resources development

Links to Trust Strategic Plan: School Improvement Strategy, Workforce

Resourcing: NPQs fully funded, supply release throughout the year, use of Salix grant

Ensure that all staff and governors with new roles understand their responsibilities and are supported in delivering what is expected of them. Develop opportunities for the staff team to become closer. Ensure that developments in premises and environmental aspects are implemented successfully.



Appendix 4

MONK FRYSTON & SAXTON CE PRIMARY SCHOOLS JOB DESCRIPTION: MAIN SCALE TEACHER

JOB TITLE: Class Teacher

GRADE: Main Pay Scale point 1 – 6

RESPONSIBLE TO: Executive Headteacher and Assistant Headteachers

RESPONSIBLE FOR: Deployment of support staff allocated including teaching assistants

JOB PURPOSE: promote effective learning, appropriate achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

KEY RESPONSIBILITIES:

- Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for which post-holder is responsible
- Plan work to meet the learning needs of allocated pupils in a consistent and effective way
- Use appropriate teaching and classroom management strategies to motivate pupils and enable each to progress, maintaining excellent standards of behaviour management
- Monitor the progress of pupils for whom the postholder is responsible to set expectations and give constructive feedback.
- Maintain appropriate records to demonstrate progress made by pupils
- Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate

- Take responsibility for the direction and line management of support staff working within the class
- Make an active contribution to the policies and aspirations of the school
- Be responsible for leading a subject of the curriculum

To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers

To fulfil all of the responsibilities and duties required by the School's policies on teaching and learning.

To lead specific aspects of the school's provision, including responsibility for a specific subject (agreed by negotiation).

To achieve any performance criteria or targets arising from the School's Performance Management arrangements

This job description will be reviewed annually.

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.

SIGNED **POST HOLDER**

SIGNED **HEADTEACHER**

DATE



Appendix 5: PERSON SPECIFICATION

<u>Selection Criteria</u>	<u>Essential</u>	<u>Desirable</u>	<u>How Assessed</u>
<u>Qualifications</u>	Qualified Teacher Status	Degree Level 2:2 equivalent or better	Application Form
<u>Professional Development</u>	Evidence of continuing professional development	Take responsibility for their own professional development	Application Form
<u>Personal Qualities</u>	Committed, self-motivated and enthusiastic Positive and optimistic attitude towards School Improvement and Inclusion Open-minded and receptive to new ideas, approaches and challenges Flexibility Places high priority on effective team working	Commitment to an involvement in extra-curricular activities. Evidence of contributing to the whole life of the school. Good and appropriate sense of humour	Application Form Letter Interview
<u>Principles</u>	Philosophy matches aims of school. Committed to team and partnership working	Awareness of key aspects of the Anglican faith	Letter Interview

<u>Experience</u>	Experience in teaching the primary age	Experience of teaching EYFS and/or KS1 Working with parents	Letter Interview
<u>Knowledge And Understanding</u>	<p>Knowledge of the EYFS Framework and National Curriculum and current issues in education</p> <p>Effective use of ICT to support learning</p> <p>Effective use of Assessment for Learning strategies</p> <p>Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.</p> <p>An understanding of the need for confidentiality of information concerning individual.</p>	<p>Knowledge of all phases of primary education.</p> <p>Implications of the SEND Code of Practice for teaching and learning</p>	Application Form Letter Interview
<u>Skills/Attitudes</u>	<p>Outstanding teaching skills</p> <p>High level of communication skills, both written and oral</p> <p>High level of organisational and planning skills</p> <p>An effective team member</p>	<p>ICT Literate</p> <p>Ability to undertake subject leadership</p> <p>Commitment to an involvement in extra-curricular activities.</p> <p>Evidence of sharing in and contributing to the whole life of the school.</p>	References Letter Interview

	<p>Ability to demonstrate a commitment to equality of opportunity and inclusion for all pupils</p> <p>Able to develop good relationships with pupils, colleagues and parents</p> <p>Able to manage pupil behaviour effectively, through use of positive behaviour strategies</p>		
<u>Safeguarding</u>	Committed to safeguarding and promoting the welfare of children	Recent training in child protection awareness	References Letter Interview



Appendix 6

The STAR Multi-Academy Trust (MAT)

We are very proud that Kirk Fenton Primary School is a member of the STAR Multi-Academy Trust which was established on 1 July 2018.

Our Schools

- Appleton Roebuck Primary
- Brayton CE Primary
- Kellington Primary
- South Milford Primary
- Monk Fryston CE Primary
- Riverside Primary
- Saxton CE Primary
- Sherburn High School
- Sherburn Hungate Primary
- South Milford Primary
- Tadcaster Grammar School

Our Mission

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.

We want our pupils and students to have a consistently excellent school experience and to achieve strong outcomes. The culture of our Trust is very much one where our schools retain their own distinctiveness. Our Headteachers remain empowered to make decisions about what happens in their schools but, in addition, benefit from high levels of collaboration and sharing of best practice.

As a Trust we aim to provide greater opportunities for recruiting new staff, to retain our existing staff, facilitate leadership development and enhance staff professional development. At a time of reduced funding in schools, our partnership strives to achieve 'better value' and financial stability by providing business support which allows schools greater capacity to develop the curriculum and to support pupils and students. As a Trust of over 4000 pupils and students, and 11 schools, we have access to the School Condition Allocation (SCA) which enables us to access significant capital funding for our school buildings. This amounted to £1.2m for 2019-2020.

All STAR MAT partner schools offer their pupils and students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance