



Lythe Church of England Primary School



Year 3/4 Teacher

Recruitment Information Pack



**Resourcing
Solutions**



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Solutions**

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Headteacher's Welcome

Welcome to Lythe School.

We are so proud of our wonderful, strong community, and would love you to be part of it.

Lythe Primary School is located in the centre of Lythe's village community. We are actively involved in many of the cultural and social events within the village and surrounding area and often invite our neighbours to join in with our school activities. We also think about the values that we share with the wider national and international community and do our best to prepare children to take their part in the wider world.

We are a Read Write Inc school and phonics learning starts in Nursery, with plenty of work on speech and language. Our unique location lets us offer highly individualised provision, and all benefit hugely from our Forest Schools work using the beautiful Mulgrave Woods. Our school minibus means that we can regularly venture further afield to coast, moorland and town facilities and expand children's horizons as much as we can.

Interim Headteacher: Christina Zanelli



Our Vision

The foundation of all our work is Jesus' words from Matthew Chapter 5: *"you are the salt of the earth... you are the light of the world."* This drives our vision statement, which in turn drives our mission statement and thus our whole curriculum.

Our vision is that our whole school community will flourish academically, physically and spiritually. All will shine as individuals and also as a school family, going on to enhance the wider community and the lives of those around them.

Our Mission Statement

Our daily work is based on giving everyone:

- **a sense of belonging:** a knowledge that they are safe and valued for who they are, as an individual with lots to offer. All are treated with respect and dignity.
- **a sense of empowerment:** opportunities to take charge, take action and make a difference; know that they can be agents of change and can make choices about their lives; high aspirations for themselves.
- **the knowledge that their wellbeing is important:** we look after each other; we show compassion when people are having difficulties and look for ways of supporting people physically, mentally, emotionally and socially.
- **the support to understand their own feelings and behaviour:** to help them learn to make their own good choices and treat others how they would like to be treated and be kind, safe and respectful.
- **a wide experience and understanding of the world,** locally, nationally and globally; the chance to develop good general knowledge and learn from the past and the present; the chance to make strong links and live well with other people.
- **Excellent teaching and training** led by professionals with high aspirations and expectations for learners so that all achieve well and fulfil their potential, and are well-informed and skilled enough to challenge the status quo.
- **an understanding of the importance of attending school well**
- **the confidence to take risks,** and to be unafraid to try and fail; to persevere; to make courageous decisions and ask difficult questions.
- **encouragement to develop their personal system of ethics, values and beliefs;** an enquiring and open environment for spiritual development; coherent and relevant understanding of Christianity and the ability to live well together with people of all faiths and none.
- **wide opportunities to discover things they like** and are good at; encouragement to pursue these.

We have a clear ambition for everyone in the Lythe School family: **our Vision is for our school community to flourish academically, physically and spiritually. We will shine as individuals and as a school family, going on to enhance the wider community and the lives of those around us.**

The children of our school Ethos Group have worked to sum this up in a single, simple sentence that we use to guide and evaluate all our actions:

“Be the best you can be and let your light shine.”

You can see from the diagram below how this all fits together and how we have used our Vision as a basis for the design of our new school badge which was unveiled in June 2023.

Our Badge	<p>The Anglo Saxon cross links us with the ancient remains located in St Oswald’s church and the history of Whitby, and shows our love for and connection with our local community. These things enhance our lives and help us flourish and be the best we can be.</p> <p>Our angel is a copy of our beautiful sculpture in the school grounds and represents the future, hope and renewal. It reflects our ambition that our children’s light will shine as a beacon for others.</p>	
Our Motto	Be the best you can be and	let your light shine
Our Vision Statement	Our school community will flourish academically, physically and spiritually.	We will shine as individuals and as a school family, going on to enhance the wider community and the lives of those around us.
Our Christian foundation	<p>You are the salt of the earth...</p> <p><i>“You are the salt of the earth... you are the light of the world.”</i></p> <p><i>Jesus speaking in Matthew Chapter 5.</i></p>	

Application Process

The closing date for all applications is **11:59pm Tuesday 25th June 2024**

Interviews will be held on **Monday 8th July**

Apply Via the NYC Job Site

An email will be sent to shortlisted candidates with details of the shortlisting process.

Queries

Informal chats with our Headteacher are welcomed. For queries or to arrange a call with the Headteacher please contact:

Chloe Bullen at Chloe.Bullen@northyorks.gov.uk or on **01609 536 964**

We actively welcome you to contact us to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people in our school.



Job Description

Duties of the role will include, but not be restricted to:
SUPPORTING LEARNING & DEVELOPMENT

- 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
- 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
- Make an active contribution to the policies and aspirations of the school
- 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 achieve any performance criteria or targets arising from the School's Performance Management arrangements
- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning
- Support and assist in the development and implementation of appropriate behaviour management strategies
- Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison
- Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs
- Escort and supervise pupils on educational visits and out of school activities
- Undertake break supervision as required

COMMUNICATION

- Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals
- Initiate appropriate and effective communication with the Teaching Assistants, and other professionals, forging and sustaining relationships across agencies
- An ability to fulfil all spoken aspects of the role with confidence through the medium of English

SHARING INFORMATION

- Assess, record and report on pupils' attainment and progress within assessment and reporting processes
- Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters
- Assist in the induction and development of classroom support staff, cascading information and good practice
- Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality
- Participate in staff meetings
- Share information confidentially about pupils with teachers and other professionals as required

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN & YOUNG PEOPLE

- Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence
- Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate

ADMINISTRATION/ OTHER

- Undertake routine clerical duties as required
- Support the use of ICT and adhere to relevant policies
- Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations
- Participate in appraisal, training and other learning activities

HEALTH & SAFETY

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
- Work with colleagues and others to maintain health, safety and welfare within the working environment

EQUALITIES

- Promote inclusion and acceptance of all pupils
- Within own area of responsibility, work in accordance with the aims of the Equality policy, treating individuals with respect for their diversity, culture and values.

FLEXIBILITY

- North Yorkshire Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Council Policies and Procedures

CUSTOMER SERVICE

- The Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values

Person Specification

Qualifications	Essential	Desirable
Qualified Teacher Status (or currently working towards)	√	
Thorough knowledge of teaching, learning and curriculum in primary schools	√	
Commitment to continued professional development	√	
Evidence of recent & relevant training	√	
Safeguarding Awareness	√	
Relevant experience		
Experience of teaching in primary schools	√	
Able to evidence excellent pupil progress	√	
Experience of working positively and closely with staff, parents and guardians	√	
Effective experience in creating a positive climate and environment to secure accelerated learning	√	
Recent OFSTED experience		√
Professional knowledge & skills		
An excellent or developing classroom practitioner	√	
Effective use of assessment data to plan sequence of learning that secures accelerated progress	√	
Work effectively as part of a team, relating well to colleagues, pupils and parents	√	

Excellent use of ICT to support learning	√	
High expectations of all pupils	√	
Detailed knowledge of the National Curriculum and its planning and delivery	√	
Implications of the Code of Practice for Special Educational Needs for teaching and learning		√
Evidence of ability to maintain high standards of behaviour and develop attitudes of care, control and cooperation	√	
Experience of curriculum planning as part of a team	√	
Ability to self-motivate and lead a team of support staff	√	
High level of oral and written communication skills and ability to communicate with a wide range of audiences	√	
Able to offer subject expertise		√
High level of organisational and planning skills	√	
Ability to use initiative, solve problems, make decisions and motivate others	√	
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Other additional factors		
A commitment to abide by and promote equal opportunities, Health and Safety and Child Protection Policies	√	
Commitment to an involvement in extra-curricular activities	√	

APPLYING FOR A JOB WITH NORTH YORKSHIRE COUNCIL

IMPORTANT ADVICE ON COMPLETING THIS APPLICATION

Your application form plays an important part in your selection. Please ensure you address all the essential requirements listed in the specifications. The following advice should help you to complete the application form as effectively as possible.

Data Protection

The information that you state on this application form will be used by the school and the Council to consider you for a job vacancy. To find out about how we use your personal data for the purposes of recruitment please see our Privacy Notice at www.northyorks.gov.uk/working-us.

Rehabilitation of Offenders

The post you are applying for requires you to have an enhanced Disclosure and Barring Service criminal records check for work with children, with a barred list check if you work in regulated activity. This check for disclosure of criminal history will include spent convictions, pending prosecutions / current court proceeding and police enquiries.

Should you be shortlisted, you will be asked to disclose full details of your criminal history prior to your interview. This includes any information deemed relevant as part of Keeping Children Safe in Education which may arise in an online search undertaken on shortlisted candidates. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

Please also see the policy statement on the Recruitment of Ex-offenders below.

Information in Support of your Application

Every post advertised is supported by a full person specification. The specification lists all the essential skills, experience and qualifications which are necessary for the job and the criteria against which you will be assessed, both through your application form and at interview.

As part of the application process, you may have been asked to demonstrate within this application form how you meet some or all of the criteria or key competencies outlined in the person specification. Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them by giving **specific and detailed examples** which include a focus on outcomes and on your own contribution to the scenario. Try to use different and varied examples wherever possible.

When completing these sections, do not forget the skills and experience you have gained outside full-time work. Outlining your previous work experience or other responsibilities may help you to uncover skills which you have taken for granted and which are clear signs of your ability to do the job.

Canvassing

You must not try to influence an elected Council Member, any council employee or a member of the school governing body, to act in your favour, as this will disqualify you. If you are related to a Councillor, a Council employee or a governor you must indicate this in the relevant section of the application form.

Policy Statement on the Recruitment of Ex-offenders (Source www.gov.uk)

1. 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), this school complies fully with the DBS [code of practice](#) and undertakes to treat all applicants for positions fairly.
2. This school undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed.
3. This school can only ask an individual to provide details of convictions and cautions that it is legally entitled to know about. Where a DBS certificate can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 as amended, and where appropriate Policy Act Regulations as amended) this school can only ask an individual about convictions and cautions that are not protected.
4. This school is committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
5. This school has this written policy on the recruitment of ex-offenders, which is made available to all DBS applicants at the start of the recruitment process.
6. This school actively promotes equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. Candidates are selected for interview based on their skills, qualifications and experience and criminal record information is only requested from short-listed candidates.
7. A disclosure is only requested from the DBS after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a criminal record check is identified as necessary, all application forms, job adverts and recruitment briefs will contain a statement that a DBS certificate will be requested in the event of the individual being offered the position.
8. This school ensures that all those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences.
9. This school also ensures that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
10. At interview, or in a separate discussion, this 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.
11. This school makes every subject of a criminal record check submitted to DBS aware of the existence of the [code of practice](#) and makes a copy available on request.
12. This school undertakes to discuss any matter revealed on a DBS certificate with the individual seeking the position before withdrawing a conditional offer of employment.