



Hemingford Grey  
SCHOOL

# Hemingford Grey Primary School

## Information for applicants



**T**ogether **E**veryone **A**chieves **M**ore



St Ives Road  
Hemingford Grey  
Huntingdon  
Cambs PE28 9DU

Headteacher: Kirsten Marriott  
Deputy Headteacher: Danielle Jones

Telephone: 01480 375040

Dear Applicant

Thank you for your interest in the vacancy advertised at our school. Please find attached our applicants' pack and accompanying information as well as an application form.

Please complete the form as well as providing us with an accompanying letter of no more than 2 sides of A4 paper telling us why you feel you would like to work here and what skills and levels of expertise you can offer us.

Please note that the salary for this post equates to Main Scale

If you would like to arrange a visit to our school, please contact our school office by telephoning our Office Manager, Hayley Coulter on 01480 375040 or email [office@hemingfordgrey.cambs.sch.uk](mailto:office@hemingfordgrey.cambs.sch.uk). Our school website will also provide you with additional information [www.hemingfordgrey.cambs.sch.uk](http://www.hemingfordgrey.cambs.sch.uk).

***Our school demonstrates a commitment to safeguarding and promoting the welfare of children and young people by providing a safe working ethos through a range of rigorous policies and procedures and therefore the successful candidate will be required to complete a Disclosure and Barring check (DBS). We expect all staff to share this commitment.***

We look forward to receiving your application.

Kind regards

Kirsten Marriott (Headteacher)



Email: [office@hemingfordgrey.cambs.sch.uk](mailto:office@hemingfordgrey.cambs.sch.uk)  
Website: [www.hemingfordgrey.cambs.sch.uk](http://www.hemingfordgrey.cambs.sch.uk)

## About the Appointment

- The vacancy is for a full time PPA Teacher to support PPA, NQT release and additional cover across the school
- The salary scale is Main Scale
- The school admits from the villages of Hemingford Grey and Hemingford Abbots and there are presently 297 pupils on role.
- A Job Description is included in this pack.
- You are invited to submit an application form, together with a letter of application stating your experience and skills which will enable you to do this job.
- The closing date for applications to be received is Thursday 6<sup>th</sup> June 2019 at 12 noon. Shortlisting will take place on this day. Please note, only successful candidates will be notified.
- Shortlisted candidates will be invited for interview on Friday 14<sup>th</sup> June 2019.
- ***Interviews will be held at Hemingford Grey Primary School. As part of the interview process candidates' suitability to work with children will be assessed and the successful candidate will be required to complete an enhanced DBS disclosure.***
- Visits to the school are encouraged and can be arranged by contacting Hayley Coulter, the Office Manager, on 01480 375040.
- Completed applications should be marked Private and Confidential and submitted to:

Mrs Hayley Coulter  
Office Manager  
Hemingford Grey Primary School  
St Ives Road  
Hemingford Grey  
Cambridgeshire  
PE28 9DU

- Alternatively, you can email your pack to: [office@hemingfordgrey.cambs.sch.uk](mailto:office@hemingfordgrey.cambs.sch.uk)

## HEMINGFORD GREY

### Class Teacher

### Generic Job Description

<b>Post title</b>	Class Teacher
<b>Supervisory responsibility:</b>	The postholder may be responsible for the deployment and supervision of the work of Teaching Assistants relevant to their responsibilities

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**Main purpose of the job:**

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
  - Be responsible and accountable for achieving the highest possible standards in work and conduct
  - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
  - Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
  - Take responsibility for promoting and safeguarding the welfare of children and young people within the school
  - Contribute to the maintenance of a safe and healthy environment.
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**Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current [\*School Teachers Pay and Conditions Document\*](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) and this job description as part of the appraisal process as relevant to their role in the school.

**Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of *all* pupils, including those with special educational needs and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Contribute to the maintenance of a safe and healthy environment.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school and attend extra-curricular events

### Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the head teacher

***This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

### Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

**Signature of post holder:**

**Date:**     /     /

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**Signature of Headteacher:**

**Date:**     /     /

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**Hemingford Grey Primary School**  
**Class Teacher Person Specification May 2019**

ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	
<ul style="list-style-type: none"> <li>Graduate Teaching Qualification (including skills tests)</li> <li>GCSE/O level English and Maths</li> </ul>	
<b>SAFEGUARDING</b>	
<ul style="list-style-type: none"> <li>DBS clearance</li> <li>Understanding of the individual and school's responsibility to keep children safe, happy and free from harm</li> <li>Understand the significance of creating inclusive learning environments</li> <li>Right to Work in the UK with overseas Police clearance check if you have lived and/or worked abroad for three months or more in the last 5 years.</li> </ul>	
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>Knowledge, understanding and experience of working with the National Curriculum</li> <li>Working with children in the appropriate key stage</li> <li>Working with parents, other adults and support staff</li> </ul>	<ul style="list-style-type: none"> <li>Working with other agencies to support learning</li> </ul>
<b>TEACHING, PEDAGOGY AND ASSESSMENT</b>	
<ul style="list-style-type: none"> <li>Teaching to at least good standard, evidenced with references to observations</li> <li>Strong subject knowledge across the curriculum, with an understanding of how this impacts pupil progress</li> <li>Clear views on classroom climate and positive behaviour management</li> <li>Understanding of the importance of environment on learning</li> <li>Committed to, and supportive of, school ethos, policies and procedures</li> <li>Committed to high standards of education, conduct and achievement</li> <li>Creative and imaginative thinker</li> <li>Knowledge and understanding of the principles of assessment and record keeping and their use to promote educational and personal development of the children</li> </ul>	<ul style="list-style-type: none"> <li>Experience of supporting children with additional needs</li> <li>Ability to make use of appropriate data to analyse the performance of pupils and set targets</li> </ul>

<b>PERSONAL QUALITIES AND COMMUNICATION WITH OTHERS</b>	
<ul style="list-style-type: none"> <li>▪ Warm and friendly personality with the ability to empathise and relate to people at all levels</li> <li>▪ Optimistic, enthusiastic person with energy and confidence</li> <li>▪ Good communication and interpersonal skills</li> <li>▪ Ability to inspire pupils and engender the confidence of parents, colleagues and governors</li> <li>▪ Good working relationships with staff, pupils and governors to maintain and develop the ethos, values, aims and objectives of the school</li> </ul>	
<b>OTHER</b>	
<ul style="list-style-type: none"> <li>▪ Ability to prioritise and work to deadlines</li> <li>▪ Well-presented application with accurate spellings</li> <li>▪ Commitment to continuous and further professional development</li> <li>▪ Evidence of IT skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ CPD related to teaching and learning in the appropriate key stage</li> <li>▪ Willing to take part in extracurricular activities</li> <li>▪ Other qualities/attributes that will enhance the teaching at school</li> <li>▪ Range of interests outside school</li> </ul>

***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

## **ABOUT THE SCHOOL**

Hemingford Grey Primary School is a full primary school (Reception to Year 6) with a school roll of approximately 297. Our school is expanding and we have an extension which opened in September 2014. Over the next year the school will grow to 315. We admit children from the villages of Hemingford Grey and Hemingford Abbots. It is County policy to admit children during the academic year in which they are five years of age. Children are admitted to reception class in September (staggering the intake over two or three weeks). To help in this process, the school has established strong links with the children in their pre-school environment.

Our school is fully committed to providing high quality Continuing Professional Development opportunities to our staff in order to enable them to deliver creative learning opportunities to children in the context of high expectations and standards. Our CPD programme regularly includes bespoke training delivered by national consultants as well as opportunities to visit other schools both within and outside of the county of Cambridgeshire.

Our school has a strong set of aims and values which set our climate and ethos. These are laid out in a separate document contained within this pack.



## **Equal Opportunities**

Hemingford Grey School is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. The School will:

- Ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio- economic background, working hours, or any other inappropriate distinction.
- Promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds.
- Promote and sustain an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group.
- Challenge inequality and less favourable treatment wherever practicable.
- Promote greater participation of under-represented groups of staff by encouraging positive action to address inequality.
- Promote an environment free of harassment and bullying on any grounds in relation to all pupils and staff.

## **School Rules**

The school has rules to aid the smooth running and the safety of the children. We have 7 golden rules:

1. We are kind and helpful
2. We always try our best
3. We listen
4. We always think about how people feel

### **Plus for Key stage 1:**

5. We say please and thank you
6. We tell the truth
7. We look after other people and things around us

### **For Key Stage 2:**

5. We are polite
6. We are honest
7. We respect everybody and the environment around us



We exercise kind, but firm, discipline where respect for each other and basic courtesies are emphasised. Children learn the fundamental parameters of behaviour, which in turn lead to greater self discipline and maturing ability to use their judgement. Emphasis on praise and celebration of endeavour as well as success, assist in the establishment of a happy, learning environment for the children.

### **Bullying**

A clear and consistent policy on bullying is in place and the staff and children are aware of its contents. Vigilance is constantly exercised and parents are encouraged to report any problems to ensure early action by the school.

### **Safety**

Children are supervised by designated adults in all areas of the school from 9.00 am to the end of the school day. Our site manager makes regular checks of the buildings in line with County regulations. Fire drills and critical incident drills are regularly and efficiently carried out. Children assess the risks in a range of areas including independent working and offsite visits and are alerted to the potential hazards which surround them.

### **Pastoral Care**

Pastoral care is provided primarily by the classroom teacher, who will discuss any concerns with parents by appointment.

### **Medical**

The school accesses the services of the School Nurse Duty Desk .

### **Welfare**

The Education Welfare Officer (EWO) will give advice on free school meals, uniform grants, employment of children by-laws and children in entertainment.



### **Relationships between the School and Home**

We are keen to establish and maintain a successful home /school relationship for each of our children. Parents and visitors are welcomed to attend a wide range of events at school. Parent /teacher consultations are held twice per year in the autumn and spring with an open afternoon in the summer. These provide opportunities for parents to discuss their child's progress and view work.

The school benefits from many parent helpers who bring their skills and experience to enhance school life. We have a homework policy that has been generated by the pupils themselves and all children are expected to continue their learning outside of the school day.

### **Organisation of Classes**

We currently run mixed year classes throughout the school apart from Foundation Stage. The school leadership team comprises: the Headteacher, Deputy Headteacher, Phase Leaders in FS, Yr 1/2, 3/4, 5/6 and Inclusion Manager.

### **Curriculum**

The school curriculum complies with the legal requirements of the Education Reform Act 1986 and consists of Religious Education and



the subjects of the National Curriculum. We have made significant changes to the design of our curriculum and we now deliver learning in a creative, cross curricular way which takes into account the many learning opportunities in our near and local environments. The impact of this hard work on pupil engagement, attitude and outcomes has been significant. Please see the attached key document outlining our approach to teaching and learning.



### **Special Needs**

The school has a structured policy relating to the identification of Special Needs Education and all allocation of appropriate support.

### **Able Children**

The school works towards allowing able children to follow programmes of study suited to their individual needs and abilities.

### **Extra Curricular Activities**

Each term, a programme of after school and lunchtime clubs is offered. The school has many sporting facilities and plays football and netball matches with local schools. We have a strong association with Huntingdon Gymnastics club and St. Neots Sports Academy. All children are encouraged to participate in sporting activities. Various local organisations visit the school, such as theatre groups, voluntary bodies and national organisations. School life is enlivened by visitors from other cultures and countries.

### **School Visits**

The children are given the opportunity to take part in school visits which are linked to the curriculum. These include trips to theatres, museums and historic buildings. We expect that all pupils will engage in active learning making use of our school environment and the local and near local environment whenever possible. Year 4 and 6 pupils have the opportunity to go on a residential visit.

### **Governing Body**

Hemingford Grey Primary school has an enthusiastic and dedicated governing body which includes people from many areas of the local community and many different walks of life. Governors include parents, teachers, members of the local community and appointees from the Local Authority. All governors serve a four year term of office. The governors' role is to manage the school and to help the school determine its aims and objectives. The governing body supports parents, staff and children and acts as a link between the school, the community and the LA. They



work closely with the Headteacher to manage the school budget, appoint staff and ensure the National Curriculum and assessment procedures are implemented. The Governing Body is proud to be a critical friend of the Headteacher, and support the whole school.

### **Governing Body 2018-19**

#### **Community Governor**

Rachel Brown (Co-Chair)

#### **Community Governor**

Helen Peat (Co-Chair)

#### **Headteacher Governor**

Mrs Kirsten Marriott

#### **Co-opted Governor**

Hayley Coulter

#### **Parent Governor**

Clare Lowe

#### **LA Appointed Governor**

Jenny Jones

#### **Parent Elected Governor**

Vanessa Allen

#### **Parent Governor**

Raylene Armstrong

#### **Community Governor**

Ruth Burrows

#### **Parent Elected Governor**

Julie Fryer

#### **Parent Governor**

Rick Howell

### **Hemingford Grey School Staff**

Kirsten Marriott

Danielle Jones

Headteacher

Deputy Headteacher

#### **Teaching Staff**

Sarah Askew

Charlotte Garcia

Tara Mills

Alison Brown

Sarah Hampton

Elliot Mephram

Sarah Atkins

Herdeep Ward

Ben Carter

Vicki Read

Danielle Jones

Sarah Symons

Nicholas Churchill

Kathryn Honey

Michelle Parker

Marie-Odile Guillou

Reception (Foundation Stage Phase Leader)

Reception

Reception

Reception

Year 1/2

Year 1/2 (KS1 Phase Leader)

Year 1/2

Year 3/4

Year 3/4

Year 3/4 (Lower KS2 Phase Leader)

Year 3/4/5/6

Year 5/6

Year 5/6

Year 5/6 (Upper KS2 Phase Leader)

Inclusion Manager

French Teacher

#### **Support Staff**

Linda Beasley

Carolyn Lew

Kirsty Beardall

Lavina Glass

Sean Wilcox

Monica Mallol Wright

Tracy McMahon

Teaching Assistant

Teaching Assistant / HLTA

Teaching Assistant

Teaching Assistant

Teaching Assistant/HLTA

Teaching Assistant

Teaching Assistant

Paula Seamark	Teaching Assistant
Vicky Jaffe	Teaching Assistant
Heather Adland	Teaching Assistant
Libby Wilkin	Teaching Assistant
Lisa Tagg	Teaching Assistant
Claire Bamber	Teaching Assistant

#### **Office Staff**

Hayley Coulter	Office Manager
Rochelle Butcher	Office Administrator
Joanna Guest	Finance Administrator

#### **Caretaking Staff**

Jeremy Birkin	Site Manager
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#### **Catering**

Chef Giuseppe	School Caterer
Alison Jennings	Assistant Caterer
Ann Brown	Assistant Caterer

#### **Midday Supervisors**

Lisa Tagg	Senior Midday Supervisor
Shameen Soloman	Midday Supervisor
Victoria Jaffe	Midday Supervisor
Chelsea John	Midday Supervisor
Faye Lyon	Midday Supervisor
Emma Turner	Midday Supervisor
Shoba Chockalingham	Midday Supervisor
Tracy McMahon	Midday Supervisor
Mary Margot	Midday Supervisor

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### **CONDITIONS OF EMPLOYMENT**

The successful candidate will be required to satisfy the authority of his /her physical fitness before the appointment is confirmed. In accordance with the requirements of the Home Office and the Department for Education and Skills, the appointment is subject to a Criminal Records Bureau search.

#### **CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY**

Following the Local Government Review in the late 1990s Cambridgeshire County Council encompasses Cambridge City, South and East Cambridgeshire, Fenland and Huntingdonshire. The academic reputation of Cambridge includes the University Department of Education and Homerton College which play an active role in the both local and national developments.

Cambridgeshire Education Authority enjoys a reputation for innovation and partnership. Financial devolution to schools and colleges was pioneered in Cambridgeshire well in advance of the 1988 Education Reform Act. The working relationships between Headteachers, governors and the LEA are

strong and are supported by the development of effective and wide ranging consultative arrangements. These include a forum comprising all secondary Headteachers (CSH), the Special Schools Heads Association (SSHA) and Cambridgeshire Primary Heads Forum (CPHF) which includes representatives of nursery schools. There is also a forum for Chairs of Governors and Governor Advisory Group.

### **Pupil Support Services**

Pupil Support Services and Special Educational Services support children with additional needs and include:

- Educational Psychology Service
- Hearing Support Service
- Home tuition for sick children
- Teaching in hospitals and psychiatric units
- Pre-school Service (including Portage)
- Primary Support Service
- Secondary Support Service (including a support service for looked after children)
- Student Assessment Service
- Visual Impairment Service
- Education Welfare Service
- Education Child Protection Service
- Health and Drugs Education Service
- Multicultural Education Service
- Student Awards Service.

Further information on Cambridgeshire and the Local Education Authority can be found at:  
<http://www.cambridgeshire.gov.uk/education/>

### **Policy Statement on the Recruitment of Ex-offenders**

- As an organisation which uses the Disclosure and Barring Service (DBS) scheme, the Governing Body of Hemingford Grey school complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote 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. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.

- At interview, or in a separate discussion, we ensure 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.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

**Having a criminal record will not necessarily bar you from working at** the school. This will depend on the nature of the position and the circumstances and background of your offences.