



Be all you can be

Hayes School

Permanent Full Time Teaching Position at Hayes School:

KEY STAGE 1 PHASE LEAD

Salary: MPS / UPS (dependent on experience) & TLR2

To start September 2024 - Information for Candidates

About Hayes School



Our children are looking for a committed Key Stage 1 Phase Lead who is highly organised and inspirational. Hayes is a happy and thriving primary school in the seaside town of Paignton, judged as 'Good' in all areas by Ofsted in 2019. There are approximately 450 children on roll including our nursery. The children are mixed ability with two classes per year group.

Hayes School has a deep vision and passion for learning, and supporting children to "be all they can be". We are committed to high quality teaching for all our children and believe that passion and drive are the foundations for outstanding education. Join us in exploring what learning can be like and help us to develop the most exciting curriculum possible.

If you decide to apply, please refer to the person specification when writing the application. We are looking for the 'right person' to fulfil the role and we believe that recruitment is not a science based entirely on tick boxes so would encourage you to apply if you feel you are the right person for our school. We would love to meet you.

Please e-mail (admin@hayes.torbay.sch.uk) or phone 01803 557336 to arrange a telephone call/visit to the school to discuss the position.

I hope this information, alongside our website, has provided you with a feeling for the school and our ethos, and has tempted you to find out more. Please feel free to view our Facebook page at <https://www.facebook.com/Hayes-School-113166103943125>.

Please visit: <https://www.hayes.torbay.sch.uk/page/?title=Job+Vacancies&pid=67> to download an application form. Please email all applications to Janet Morrell, School Business Manager, at: jmorrell@hayes.torbay.sch.uk.

The closing date is Tuesday 7th May 2024 at 12 noon. I look forward to hearing from you.

Mark Hanbury, Headteacher

Position: Key Stage 1 Phase Lead

Scale: MPS/UPS (Dependent on experience) + TLR2

Contract type: Permanent

Commencement: ASAP

Closing date for applications: Tuesday 7th May 2024 at midday.

Application Process

You are asked to complete the application form available on the school website at:
<https://www.hayes.torbay.sch.uk/page/?title=Job+Vacancies&pid=67>

Please email the completed application to Janet Morrell, School Business Manager at:
jmorrell@hayes.torbay.sch.uk.

Overview of Person Specification

We are looking for an individual who has the ability to:

- Be an exemplary and inspirational teacher with a commitment and passion for learning and raising standards;
- Ability to motivate, lead and inspire others;
- Be innovative, organised and highly motivated with excellent management skills;
- Have an expertise in curriculum design;
- Demonstrate determination, imagination and commitment to sustained improvement;
- Have high expectations of pupil achievement, behaviour and attitude;
- Demonstrate excellent interpersonal skills, including the ability and desire to maintain positive links between the school, parents and the wider community;
- Routinely demonstrate ambition and drive to achieve success in the role and in their future career;
- Demonstrate strong personal drive and resilience.

As a school we will offer you:

- A lively, supportive and friendly team;
- High standards of behaviour;
- A deep-rooted professionalism;
- The ability and time to develop and grow as a leader;
- Opportunities to support your career development.



Person Specification - Key Stage 1 Phase Lead
(Essential (E), Desirable (D), Application (A), Interview (I) Reference (R))

	Area	E	D	A/I/R
Education & Qualifications	Degree and qualified Teacher Status	●		A
	NPQ award Leadership pathways certification		●	A
	Evidence of continuing professional development relating to school leadership and management and curriculum/teaching and learning		●	A
	Ability to identify own learning needs and to support others identifying their learning needs	●		A / I
	Experience of working with other schools/organisations/agencies		●	A
	Experience of leading/coordinating professional development opportunities	●		A / I
Experience	Successful experience of teaching in Key Stage 1.	●		A, I, R
	Successful teaching experience	●		
	Successful experience in a leadership and management role		●	
	Experience teaching in a range of schools		●	
	Development of innovative teaching and learning	●		
Strategic Leadership	Ability to inspire and motivate staff, pupils and parents to achieve the aims of the school	●		A, I, R
	Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement priorities		●	
	Ability to analyse data (assessment information), develop strategic plans, set targets and monitor/evaluate progress towards these	●		
Teaching and Learning	A secure understanding of the national requirements for Key Stage 1	●		A, I, R
	Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils	●		
	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	●		
	Secure knowledge of statutory requirements relating to the curriculum and assessment	●		
	Understanding the characteristics of an effective learning environment & key elements of successful behaviour management	●		
	Understanding of successful teaching and learning across the entire curriculum but especially in Key Stage 1		●	
	Whole school subject leadership		●	
	Successful experience in developing and implementing policy and practice		●	
Safeguarding	Hayes School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. A DBS check is required for all successful applicants.	●		DBS check



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Job Description: Teacher

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher. We will be looking to support your development in becoming an outstanding teacher.

Core Purpose

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Safeguarding and Safer Recruitment Statement

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. All offers to successful candidates are subject to safeguarding checks and lesson observation. An Enhanced DBS check will be carried out for the successful candidate.