

# St Hilary School



Teacher

APPLICATION PACK





**St Hilary School**  
**School Lane**  
**St Hilary**  
**Penzance**  
**TR20 9DR**

**Salary: M1 / 1.0 FTE**

**Fixed Term**

[www.st-hilary.cornwall.sch.uk](http://www.st-hilary.cornwall.sch.uk)

## Teacher

The pupils, staff and governors of St Hilary School are seeking a Teacher with enthusiasm, vision and a commitment to encouraging children to be 'the best they can be'. The School community has a great sense of pride in the School and care passionately about its future success.

### St Hilary School offers:

- A Headteacher and governing body with a real commitment to doing what is best for our staff, pupils and the community.
- The opportunity to work as part of a well-established, hardworking, dedicated, supportive and friendly team.
- A genuinely warm and caring environment.
- A forward-thinking and positive ethos for all staff, governors and children.
- Children who are hardworking and eager to learn.
- A supportive team of governors who play an active role in the School.

### Successful candidates will:

- Be an outstanding practitioner who has high expectations and is able to inspire a love of learning and have high expectations in terms of behaviour and achievement.
- Be passionate about developing outstanding teaching and learning
- Be enthusiastic, highly committed and versatile.
- Be willing to play a key role in raising standards.
- Have a genuine commitment to the pastoral care of our children.
- Have excellent interpersonal skills.
- Have a positive attitude to professional development.

An application form and information pack are available via our School website [www.st-hilary.cornwall.sch.uk](http://www.st-hilary.cornwall.sch.uk) or on request by telephoning the School on 01736 763324.

Leading Edge Academies Partnership is committed to safeguarding and promoting the welfare of students and expects all staff to share this commitment

For further information or an application pack, please contact the School Secretary, Jay Waters:

[secretary@st-hilary.cornwall.sch.uk](mailto:secretary@st-hilary.cornwall.sch.uk)

### Closing date and time for applications:

By midday on Thursday 13th June 2024

**Shortlisting:** Friday 14th June 2024

**Interviews:** Thursday 20th June 2024

**Start:** Tuesday 3rd September 2024

## Notes to Applicant

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Dear Applicant,

### **Application**

If you wish to apply, please either email your application to Jay Waters, School Secretary [secretary@st-hilary.cornwall.sch.uk](mailto:secretary@st-hilary.cornwall.sch.uk) (copies of all the details are available online on our website under the 'Vacancies' section), or post your completed application form to the address below, together with a covering letter, clearly demonstrating your suitability for the role. Where possible, please also provide email addresses for your referees.

**In particular, within your personal statement, please show how you meet the selected criteria in the job description and person specification and explain how your examples demonstrate impact.**

### **Closing Date - By Midday on Thursday 13th June 2024**

Please ensure your application arrives before the closing date/time and that the post for which you are applying has been stated clearly on the application form. Applications received after the closing date will not be accepted. All applicants will be responded to.

### **Interview - Thursday 20th June 2024**

St Hilary School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

The successful applicant will be required to undertake an Enhanced DBS Disclosure.

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Phone: 01736 763324

Web: [www.st-hilary.cornwall.co.uk](http://www.st-hilary.cornwall.co.uk)

## Job Description

<b>Post Title:</b>	Teacher
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all</li> <li>• Be responsible and accountable for achieving the highest possible standards in work and conduct</li> <li>• Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils</li> <li>• 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)</li> <li>• Take responsibility for promoting and safeguarding the welfare of children and young people within the school</li> </ul>
<b>Reporting to:</b>	Headteacher, members of the Senior Leadership team (SLT) and the governing body.
<b>Directly responsible for:</b>	The post holder will be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities. Possible leadership of a curriculum area.
<b>Working time:</b>	Full Time, Term Time, Fixed Term for 1 year You will draw on the <a href="#">Teaching Standards</a> and conditions.
<b>Salary/Grade:</b>	M1
<b>Disclosure level:</b>	Enhanced

### MAIN DUTIES

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 job description will be reviewed annually to reflect the plans, growth and development of the school.

All teachers are required to carry out the duties of a school teacher 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 as part of the performance management process 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; gifted and talented; EAL; disabilities; 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
- 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
- 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

#### **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 wellbeing, 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 Headteacher

**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 and the job description will be reviewed annually as part of the Performance Management process.**

## Person Specification

	ESSENTIAL	DESIRABLE
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• A commitment to safeguarding children and young people and an awareness of current national legislation relating to safeguarding and child protection.</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Ability to teach the KS1/KS2 curriculum effectively</li> <li>• Commitment to further professional development</li> <li>• Working in partnership with parents and other professionals</li> <li>• Experience of working within a primary school</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous training</li> <li>• Knowledge and experience of leading music</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Understand the expectations for young children's learning and progress.</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Safeguarding</li> <li>• The positive links necessary within school and with all its stakeholders</li> <li>• Effective teaching and learning styles including an understanding of how to deliver phonics</li> <li>• Evidence of personal impact on the ethos of your school/School or community</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge or experience in multi- professional working</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Promote the school's aims positively</li> <li>• Develop good personal relationships within a team</li> <li>• Establish and develop close relationships with parents, governors and the community</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences</li> <li>• Create a happy, challenging and effective learning environment</li> <li>• Someone who values and enjoys playing, observing and responding to young children</li> <li>• A background in ICT for learning or admin</li> </ul>	<ul style="list-style-type: none"> <li>• An outstanding practitioner who can inspire others</li> <li>• The ability to build on and develop aspects of teaching and learning to help the school to keep moving forward</li> <li>• Musical expertise – a passion for music both within and outside the curriculum. (NB. Whilst this is a desirable skill it is not essential for this post)</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• A team player who is warm and sensitive to children and adults</li> <li>• Enthusiastic, motivating, a good role model</li> <li>• Flexible and adaptable</li> <li>• Patience</li> <li>• Excellent communication skills</li> <li>• A 'can do' positive attitude that seeks solutions to problems</li> <li>• Initiative</li> </ul>	