



Application Pack

Class Teacher

in the heart of Somerset
for pupils aged 3 to 13 years

Contents

Welcome to All Hallows.....	3
All Hallows' Ethos.....	3
All Hallows' Aims.....	3
Intellectual Characteristics - What does a good learner look like?.....	4
Job Description.....	5
Person Specification.....	7
How to Apply.....	9



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At All Hallows School we are committed to Safer Recruitment and therefore this appointment will depend on the successful completion of a Disclosure and Barring Service check.

Welcome to All Hallows

At All Hallows we believe each child should be allowed to develop at his or her own pace and thus our lessons are differentiated according to the needs of the pupils in the class. High standards and exciting delivery of the curriculum coupled with a commitment to ensuring all children have excellent phonics and maths skills enable our children to succeed.



Happy children are successful children. In the classroom, beyond the classroom in our stunning grounds and in every activity we offer, the focus is on enjoying new learning, learning how to learn, having a go, developing a good work ethic and acquiring skills that will last well beyond childhood. Each pupil is supported and encouraged by the other boys and girls and by a strong and very committed staff. Whilst protected and nurtured, the children are also challenged and stretched in order to develop their ability to thrive as resilient adults in the future.

If this is the sort of school that interests you, I really look forward to receiving your application.

Trevor Richards

Dr Trevor Richards (CPsychol)
Head

All Hallows' Ethos

Every child has an inherent value, which is exceptional and exclusive to them. Our mission is to provide a secure, happy and inclusive community, where children will develop the inner confidence and self-esteem necessary to flourish in our rapidly changing world. Whilst we protect and nurture our children, we also challenge and extend them in order to build their ability to thrive as adults in the future.

We strive to ensure that individual minds are broadened and perspectives widened. We encourage learning, independence of thought and the cultivation of self-belief, skills, wisdom and curiosity.

We are preparing each child to live life to the full, encouraging them to live responsibly and thoughtfully, embracing with energy and enthusiasm the great opportunities that lie ahead. It is our sincere desire that each will use their knowledge, skills and passions, and their understanding of the Christian faith to make the world a better place – and believe they can do so.

All Hallows' Aims

Intellectual

Through the school's teaching and learning, we aim to promote each pupil's intellectual character, cultivating their capacity to combine thinking skills with knowledge, confidence and self-esteem, to believe in the legitimacy of their own thoughts, to speak their mind articulately (but change it when required), to contest poor thinking and prejudice assertively, and enjoy the challenge of mental sparring. We foster intellectual risk-taking and curiosity, independence, resilience and effective learning habits within an ambitious, supportive learning community where individual learning profiles are nurtured and celebrated, and where all children are encouraged to strive to achieve their very best.

Personal

We aim to instil an understanding, appreciation and love of healthy lifestyle choices by offering a wide range of personal development opportunities through sports, music, drama and an extensive array of activities to supplement and enhance classroom learning. Every aspect of school life is seen as a learning opportunity and a chance to promote the development of the whole child.

Creative

We encourage children to take a creative approach to all that they do. We aim to foster diversity, critical thinking, imaginative insights and fresh ideas through ensuring children are in touch with things that inspire and excite them. We encourage children to express themselves, to collaborate, to exchange ideas and build collective solutions to complex problems.

Emotional

Happiness, confidence and self-esteem are key to living a fulfilled life and underpin great learning. We strive to develop children's emotional intelligence, encouraging resilience, effective communication skills, empathy, forgiveness and respect for others. We want our children to develop their global awareness and social responsibility, to embrace energetically and contribute to the communities and environments in which they live.

Spiritual

We aim to awaken the children spiritually through the integration of Catholic Christian principles into the school's everyday life, the provision of warm relationships, prayer, worship and opportunities for reflection and contemplation.

Alongside the fulfilment of these interconnected themes, with a close collaboration between home and school, we seek to achieve the successful transfer to the most appropriate senior school for each of our children, taking into account their interests, strengths and character.



Intellectual Characteristics - What does a good learner look like?

If we were to visualise a picture of a good learner, we would think about a person who has the following intellectual characteristics:

Cognitive (Thinking Skills)

- **Curiosity** – an eagerness to ask questions, to discover, to learn and understand new things.
- **Originality** – the inclination to be creative, to think laterally to generate innovative ideas and solve tricky problems.
- **Good judgement** – a desire to think critically, to assess options carefully and think about the value of ideas and information before making decisions.
- **Flexibility of mind** – a readiness to be open-minded, to recognise alternative perspectives, welcome alternative viewpoints and change one's mind in light of new evidence.

Emotional

- **Ambition** – a desire to aim high and set clear goals. A willingness to put in lots of effort and to try and be the very best one can be, knowing that hard work makes a difference.
- **Initiative** – a willingness to be independently minded, think ahead, be organised and work things out for oneself.
- **Focus** – the willingness to be careful, accurate and thorough; to pay attention to detail and avoid silly mistakes. A proficient learner can concentrate well, as well as become absorbed in what one is doing.
- **Risk-taking** – the courage to take a chance rather than to choose the easy option; to be open to fresh challenges and push oneself to develop new skills, even when success may not be guaranteed.
- **Resilient** – a willingness to seek alternative ways of doing things when one comes up against an obstacle and persists when it might be easier to give up. It is also important to have a sense of humour and recognise that everyone stumbles, but what matters is learning to deal positively with any feedback.
- **Reflectiveness** – an inclination to review and consider methods and approaches that have been tried. Good learners think about both successes and failures with a view to making the most of their potential. They appreciate that much of their success is due to their own efforts, rather than just their innate ability.

Social

- **Collaboration** – the capacity to work productively with other people and to build collective solutions. They know when to seek help from and when to support other people, along with when to speak up and when to compromise.
- **Self-assurance** – the belief in one's own capabilities and the confidence to deal positively with difficult or unexpected challenges, knowing that learning can be a struggle at times. In fact, effective learners understand that we learn best when we have to think hard about something.



Job Description

Job Title Class Teacher

Responsible to

- The Head
- Deputy Head Academic
- Deputy Head Pastoral
- SENDCo

Key Responsibilities

To lead a class as their form tutor - planning and delivering high quality lessons, assessing, recording and reporting on their progress throughout the year and overseeing all aspects of their welfare and happiness at school ensuring they are safe and well-supported in their learning.

General Responsibilities

- Attend all staff meetings, open days, staff study days, staff briefings, assemblies and weekly assemblies, as directed by the Head.
- Participate in and contribute to the general well-being and professional development of the staff and the school.
- Undertake some weekend and evening duties to support the boarding life of the school.
- Help maintain and improve the ethos and performance of the whole school for the benefit of pupils by:
 - keeping up to date with all school policies that relate to the education and care of the pupils paying particular attention to policies relating to Safeguarding and the welfare of the children in the school
 - supporting pupils and colleagues by attending a range of productions, functions and charity events
 - being aware of individual pupils' personal problems in order to act confidently and consistently alongside colleagues and maintain a common and agreed approach
 - covering lessons and duties for absent colleagues
 - arranging visits out of school for pupils and attending such visits
 - attending parents' evenings and preparing subject reports in accordance with the reporting schedule.
 - contributing to the extra-curricular programme

Specific Areas of Responsibility

- teach and administer each timetabled class to maximise the learning opportunities for each individual pupil within those classes
- plan and deliver lessons to any classes assigned to you
- ensure pupils achieve their potential academically, socially and spiritually and acquire a love of learning and the skills, knowledge and understanding to equip them as life-long learners according to our stated aims
- maintain an orderly and purposeful classroom atmosphere
- undertake agreed duties punctually
- set homework according to school policy
- mark work according to the Marking Policy and follow up missed or late work
- contribute to the development of the curriculum and its methodology
- assess pupils and keep appropriate records to enable the monitoring of attainment and progress of each pupil
- keep up-to-date with curricular and syllabus changes
- undertake appropriate INSET
- administer the class effectively and ensure that all pupils and their parents are kept fully informed of routines and special events.
- ensure compliance with all legal requirements including registers of attendance and health and safety regulations.
- participate in and contribute to the class personal, social and health education programme
- Provide appropriate support (including classroom management as necessary) for the learning and well-being of each class pupil by:
 - supporting class activities such as charity events, tournaments, drama productions and assemblies.
 - keeping a comprehensive profile of the academic progress of each pupil including specific learning difficulties, achievement, attainment, homework and lesson attendance. This will include regular analysis of objective assessments to inform future teaching and learning.
 - working with the SENCo, Director or Teaching and Learning and parents, implement and review Individual Education Plans for pupils with Specific Learning Needs.
 - planning and deliver lessons to any classes assigned to you.

Confidentiality

During the course of employment, you will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation. In addition, he/she must process the data and personal information in accordance with the terms and conditions of the General Data Protection Regulation 2018 and properly applied to pupil, staff and school business/information.

Professional Standards

- Communicate regularly and freely with the Head and other colleagues.
- Be ready to listen to and to try new ideas and working practices.
- Be professional at all times
- To maintain high personal standards of appearance, behaviour and punctuality.
- Request permission from the Head for any absence from school and to give notice to those concerned in good time so that cover can be arranged for any absence.

Person Specification

Qualifications and experience required

- Graduate with qualified teacher status
- Evidence of continued professional development
- Familiarity with up to date educational practice
- Evidence of being an excellent classroom practitioner
- Experience of working with different age groups within primary
- Excellent technical knowledge
- Experience in Upper KS2 and/or lower KS3 desirable

Other skills required

- High level of IT skills
- Excellent communication skills
- Excellent interpersonal skills
- Ability to plan, monitor, evaluate and review own practice
- Strong organisational skills
- Initiative
- Lots of energy
- Effective time management

Personal qualities

- Positive and forward thinking
- Efficient
- Willingness to contribute to the school community

- High standards and expectations
- Ability to work in a team
- An inquisitive mind, happy to solve problems
- Able to motivate pupils and colleagues
- Enjoy the company of children
- A sense of humour and enjoyment at work

Working Hours

- Teachers will be required to work Monday to Saturday during term time

Benefits

- Free lunch during term time
- Car parking on site
- Employee Assistance Programme and access to healthcare
- Employee Discount Scheme
- Continued Professional Development programme



How to Apply

Application Form

- Applications will only be accepted from candidates completing the enclosed Application Form in full. CVs will not be accepted in substitution for completed Application Forms in the absence of good reason. Equal-opportunities and child protection policy statements are available on request from the school.
- This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as 'spent', must be declared.

- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post.
- You will be required to complete a Disclosure from the Disclosure and Barring Service
- We will seek references on candidates and may approach previous employers for information to verify particular experience or qualifications, before interview.
- Safeguarding and promoting the welfare of our pupils is our highest priority. All Hallows School aims to:
 - Recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.
 - This policy applies to the whole school, including EYFS. These procedures are designed to comply with the guidance given by the DfE as defined in 'Keeping Children Safe in Education September 2024' in conjunction with 'Working Together to Safeguard Children February 2019' and form an element of the school's Safeguarding policy to which reference should also be made.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although you may where appropriate answer 'Not Applicable' if your duties have not brought you into contact with children or young persons.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Department for Education Children's Safeguarding Operation Unit.

Invitation to Interview

- If you are invited to interview this will be conducted in person and the areas, which it will explore, will include suitability to work with children.
- All candidates invited to interview must bring documents confirming educational and professional qualifications that are necessary or relevant for the post (e.g. the original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained from the awarding body.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

Conditional Offer of Appointment: Pre-Appointment Checks

- Any offer to a successful candidate will be conditional upon:
- receipt of at least 2 satisfactory references
- online search check
- verification of identity, right to work in the UK and qualifications
- a check at Department for Education Child Barred List
- a satisfactory DBS Enhanced Disclosure

- where the successful candidate has worked or been resident overseas in the previous ten years, such checks and confirmations as the School may require in accordance with statutory guidance
- verification of medical fitness in accordance with DCFS Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training
- satisfactory completion of the probationary period.
- the school will only submit an application to the relevant disclosure service once the position has been accepted.
- All documentation relating to applicants will be treated confidentially in accordance with the Data Protection Act (DPA and GDPR).

Please note:

Where a candidate is:

- found to be on Department for Education Child Barred List, or the DBS disclosure shows he/she has been disqualified from working with children by a Court; or
- found to have provided false information in, or in support of, his/her application; or
- the subject of serious expressions of concern as to his/her suitability to work with children the facts will be reported to the Police and/or the Department for Education Children's Safeguarding Operation Unit.



Our Commitment to Safeguarding and Inclusion

All Hallows School is committed to safeguarding and promoting the welfare of children. The post is subject to an enhanced DBS check and satisfactory references. We will only submit a DBS application once a role has been formally accepted.

All Hallows is a fully inclusive school where the well-being, development, and achievement of every child are at the heart of all we do. We are proud to nurture a community where everyone is respected, valued, and empowered to thrive, and where all members—pupils, staff, and families—are recognised as being of equal worth.

We are committed to creating an environment that celebrates diversity, actively challenges discrimination, and promotes equality of opportunity for all. Guided by the principles of the Equality Act, we strive to eliminate barriers, address disadvantage, and foster positive relationships across our community. Our aim is to ensure that every individual feels a strong sense of belonging and is supported to reach their full potential.