



**LEADING THE WAY**  
FOR GENERATIONS

**Class Teacher**

**Key Stage 2**



**Greenland Community Primary School**

**Candidate Information Pack**



## Welcome

**Welcome to SLP Multi Academy Trust and thank you for your interest in working with us.**

**In this pack we have enclosed some interesting and useful information about SLP, a Primary Multi-Academy Trust, currently comprising of ten schools, located in County Durham.**

**You can find out more about our Trust on our website: [Stanley Learning Partnership](#)**

### **This pack includes:**

Welcome and contents	Page 2
CEO background and context	Page 3
Headteacher's welcome	Page 4
Advertisement	Page 5
Job description	Page 6-8
Person specification	Page 9
Selection process	Page 10



## Chief Executive Officer – SLP background and context

*Established in January 2017 with initially two schools, (Greenland Community Primary School and South Stanley Infant & Nursery School) the Trust has grown year on year. Our success is due to the shared way in which we work, with an emphasis upon supporting every school and building an innovative partnership of academies that excites, inspires, and empowers our people to be the best they can be.*

*We have the privilege of educating approximately 1300 pupils and employ circa 280 members of staff. Collierley Primary School was the latest to join us in Summer 2023, taking our MAT to ten primary schools.*

*Every school, without exception, lies in the heart of their respective diverse communities, from those areas which are relatively affluent with pockets of rural disadvantage to those with higher levels of deprivation and challenges around SEND and levels of achievement.*

*SLP does not operate a one-size fits all approach but celebrates each school's individual identity. Our collective vision is to ensure that, through an inspiring and inclusive curriculum, our learners are prepared for the next stage in their education, acquiring attributes to support them in making a positive contribution to their community.*



*The Trust's school community work collaboratively and successfully in a strong, supportive relationship for school improvement, which includes peer review, a lead practitioner programme, attendance working group and research school support. A high value is given to celebrating success with trust-wide events, such as annual talent showcase, sports awards, star awards, firework display, maths and science days.*

*For September 2024, Greenland Community Primary School currently have teaching vacancies in KS2. We are looking for exceptional classroom practitioners, who will inspire children and staff to achieve their very best. Joining our largest school presents the successful candidate with the opportunity to further develop their career whilst being part of a dynamic and creative team. Greenland aspires to be an outstanding school for its kind and caring children and strives to provide the highest standards of education for all.*

*If you share our ambition and feel that these values align with your own, then we would like to hear from you. We have a proven track record of providing opportunities to develop, extend and challenge your professional knowledge and skills.*

*We very much hope that you will consider working with us and look forward to receiving your application.*

*Yours sincerely,*

A handwritten signature in black ink, appearing to read 'Mark Stewart'. The signature is fluid and cursive, written over a light grey rectangular background.

**Mark Stewart,**  
Chief Executive Officer

## Headteacher's Welcome

***Thank you for your interest in working with us at our unique and aspirational school.***

*Greenland Community Primary School offers EYFS (Reception), Key Stage 1 & Key Stage 2 education for up to 360 children aged 4-11 years old. We are a high-performing, two-form entry primary school with fifteen classes, including an Enhanced Learning Provision for children with special educational needs.*

*Situated in South Moor, Stanley, we are committed to serving our community with high expectations for staff, children, and parents. After moving into a state-of-the-art building in 2013, our school continues to sit at the heart of the local community it has served for over 100 years. Our extensive grounds and rural location make Greenland a truly special place to work.*



*We aim to deliver the best education through a challenging curriculum, fostering a sense of pride for everyone involved. Our ethos emphasises providing a welcoming, secure and caring environment in which all children have the opportunity to succeed irrespective of their ability or social background.*

*In Greenland, everything we do is informed by our vision: **Aspiration Without Limit**. We are looking for exceptional teachers to join our team and inspire our children to achieve their very best throughout their time in our wonderful school.*

*Children at Greenland have a thirst for knowledge, behave impeccably and love coming to school. The **IDEA** behind our curriculum is to teach children to '**I**nvestigate' the world around them, '**D**evelop' into kind and thoughtful global citizens, have the ability to '**E**xpress' themselves in a number of ways and '**A**cquire' the knowledge and skills necessary to succeed in later life. This begins on day one in Early Years and continues throughout KS1 and KS2 in all subjects. You will work with an amazing team of subject leads to ensure that children have the knowledge and skills needed to achieve their potential.*

*We look forward to you hearing from you.*

*Yours sincerely,*

A handwritten signature in black ink that reads "K. Armstrong". The signature is written in a cursive, flowing style.

Kris Armstrong,  
Acting Headteacher



## Advertisement



**Stanley Learning Partnership (SLP) is a Multi-Academy Trust, established in 2017, initially with two schools. It has grown year on year and now comprises of ten primary schools in North Durham, where each school's individual identity is celebrated.**

### Key Stage 2 Class Teacher

**MPS (£30,000 - £41,333 pa)**

The Trust is looking to appoint a highly motivated, dynamic, and passionate class teacher for a **September 2024 start** to work at Greenland Community Primary School (GCPS) - a high-performing school, which lies at the heart of its community.

At Greenland Community Primary School, we believe that learning should be a rewarding, enjoyable and inspiring experience for everyone. To achieve this, we constantly strive to deliver teaching that is based on a broad and balanced curriculum that is also creative. We do this in an environment where children are valued, success is celebrated, and all are empowered to take responsibility and aspire to be the very best they can be.

#### The successful applicant will be a teacher who:

- Is an outstanding child-centred practitioner with high expectations of pupils' behaviour and attainment
- Is committed to providing outstanding learning experiences for all pupils
- Has a proven track record for achieving excellent pupil progress
- Shows a commitment to ensuring equality of opportunity for all learners and a genuine desire to work co-operatively with parents/carers, staff and other professionals
- Monitors standards and progress to ensure high standards
- Can plan and provide inspirational and relevant learning experiences
- Demonstrates outstanding classroom practice
- Has high expectations of themselves and their children
- Cares passionately about children and their development whilst still driving forward pupil progress and achievement
- Makes learning real, in order to unlock pupil engagement, stimulate curiosity, provide deeper thinking and a passion for learning
- Has curriculum expertise and confidence and can offer a specialism
- Is committed to developing and sustaining excellent relationships across the whole school community
- Has excellent communication and organisational skills
- Has an approachable, determined and resilient character

For more information about the role, or if you would like to arrange a visit to the school, please contact Mr Armstrong (Acting Headteacher) at [greenland.primary@durhamlearning.net](mailto:greenland.primary@durhamlearning.net) or alternatively, speak to Mrs Martin, Office Manager on 01207 232147.

Candidate information packs are available from [Stanley Learning Partnership Current Vacancies](#)  
Completed application forms should be emailed to [hr@stanleylearningpartnership.co.uk](mailto:hr@stanleylearningpartnership.co.uk)

**Closing date for applications:** Midday, Friday 17 May 2024  
**Interviews will take place:** Tuesday 21 May 2024

SLP is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. We expect all staff and volunteers to share this commitment and an Enhanced Disclosure and Barring Service (DBS) disclosure will be sought along with other relevant pre-employment checks.

In line with the guidance in Keeping Children Safe in Education, the Trust will undertake an online search as part of their due diligence on shortlisted candidates.

*The Trust values the diversity of our workforce and welcomes applications from all representatives of the community.*

## JOB DESCRIPTION



<b>Job Title:</b>	Class Teacher
<b>Scale:</b>	MPS (salary on appointment based on skills and experience)
<b>Responsible to:</b>	The Headteacher and the Trustees of the Partnership
<b>Core Purpose:</b>	The class teacher will be required to undertake such duties as reasonably be directed by the Headteacher from those described in the current 'School Teachers' Pay and Conditions' and 'Teachers Standards' documents.

### Specific Responsibilities:

#### The post holder will:

- Take responsibility for a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below in any of the Primary Schools across the Partnership.
- To carry out the professional duties covered by the latest School Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.
- Teach a class of pupils, and ensure that planning, preparation, recording, assessment, and reporting meet their varying learning and social needs.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Promote the mission statement of the school within which you are appointed.
- Promote the vision and ethos of Stanley Learning Partnership as a whole.
- Contribute to constructive team building amongst teaching and non-teaching staff, parents and governors.
- Implement agreed school policies and guidelines.
- Support initiatives decided by the Headteacher and staff.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks.
- Be able to set clear targets, based on prior attainment, for pupils' learning.
- Provide a stimulating classroom environment, where all pupils can appropriately access resources.
- Keep appropriate and efficient records, integrating formative and summative assessment into planning.
- Work with school leaders to track the progress of individual children and intervene where pupils are not making progress.
- Report to parents on the development, progress and attainment of pupils.
- Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy.

- Participate in meetings which relate to the school's management, curriculum, administration or organisation.
- Communicate and co-operate with specialists from outside agencies.
- Make effective use of ICT to enhance learning and teaching.
- Lead, organise and direct support staff within the classroom.
- Participate in the performance management system for the appraisal of your own performance.

### **Developing Self and Working with Others:**

- Take part in an annual staff performance review with line manager.
- Create and maintain good working relationships among all members of the Partnership community.
- Promote appropriate personal and professional development of all staff in the Trust, providing an example through their own development and practice.
- Set an example to pupils in work ethic, conduct, dress code, punctuality and attendance.
- Recognise own strengths and areas of expertise and use these to advise and support others within school and across the Trust.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person to ensure the school complies with all current legislation.
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

### **Common Duties & Responsibilities:**

#### **Quality Assurance**

- To set, monitor and evaluate standards at individual, team performance and service quality so that the school's requirements are met and that the highest standards are maintained.
- To establish and monitor appropriate procedures to ensure that quality data is reported and used in decision making processes and to demonstrate through behaviour and actions a firm commitment to data security and confidentiality as appropriate.

#### **Communication**

To establish and manage the team communications systems ensuring that the school's procedures, policies, strategies, and objectives are effectively communicated to all employees.

#### **Professional Practice**

To ensure that professional practice in the school is carried out to the highest standards and developed in line with the school's stated objectives of continual improvement in the quality of its service to internal and external customers.

#### **Health and Safety**

To ensure that the Health and Safety policy, organisation arrangements and procedures as they relate to areas, activities and personnel under your control are understood, implemented and monitored.

### **General Management (where applicable)**

To provide vision and leadership to employees within a specialist team, ensuring that effective systems are in place for workload allocation and management, the application of the school's policies and procedures, including those relating to equality, supervision and appraisal and all aspects of their performance, personal development, health and welfare.

### **Financial Management (where applicable)**

To manage a designated budget (as required) ensuring that the school achieves value for money in all circumstances through the monitoring and control of expenditure and the early identification of any financial irregularity.

### **Appraisal**

All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

### **Confidentiality**

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets.

### **Induction**

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

### **Safeguarding:**

Stanley Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Failure to embrace these commitments may lead to formal action being considered.

### **Equality and diversity:**

Stanley Learning Partnership is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Partnership's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, pupils and visitors to Stanley Learning Partnership and the schools within it, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

### **Variation in the role:**

Given the dynamic nature of the role and structure of Stanley Learning Partnership, it must be accepted that as the Partnership's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

<b>Application</b>	<b>Essential</b>	<b>Desirable</b>
Completed application form	✓	
Fully supported by two references	✓	
<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>
Educated to degree level	✓	
Qualified teacher status	✓	
NPQEYL/NPQML/NPQSL qualification		✓
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>
Proven ability as an excellent class teacher within last two years	✓	
Experience of teaching in Year 6		✓
High standards of classroom management and practice	✓	
Successful evidence of using assessment to inform planning and measure the progress of pupils	✓	
Successful evidence of planning and teaching engaging activities for a range of abilities.	✓	
Experience of delivering Read Write Inc phonics.		✓
Experience of leading a core subject (English, mathematics, science, or reading/phonics).		✓
A proven record in promoting curriculum development across a key phase or whole school	✓	
<b>Professional Knowledge and Understanding</b>	<b>Essential</b>	<b>Desirable</b>
Must have a sound knowledge and understanding of the National Curriculum for all the subjects for Key Stage 1 and/or 2	✓	
A sound knowledge and understanding of the pedagogical issues relating to learning and teaching	✓	
Familiarity with KS2 SATs		✓
Understanding of: <ul style="list-style-type: none"> <li>• Promoting positive behaviour</li> <li>• Statutory requirements of legislation regarding Child Protection, Safeguarding &amp; SEND</li> <li>• Safeguarding in a primary school</li> <li>• Health and Safety implementation in the workplace</li> <li>• Implementation of the school Equal Opportunities Policy</li> </ul>	✓ ✓ ✓	✓ ✓
Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN	✓	
Be able to keep records of pupil progress in line with school policy and use assessments of pupils learning to inform future planning	✓	
Familiarity with writing and delivering effective Support Plans for pupils with SEN	✓	
<b>Professional Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>
A teacher with sound IT knowledge and skills relating to the class teaching, able to demonstrate the effective use of IT to enhance the learning and teaching	✓	
Be able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	
Ability to create a rich, nurturing and safe learning environment for all pupils	✓	
Ability to plan and work collaboratively with colleagues and other professionals	✓	
Be willing and enjoy engaging parents to encourage their close involvement in the education of their child/children	✓	
Able to contribute to whole school and Trust wide development initiatives/school improvement planning	✓	
Communicate effectively (both orally & in writing to a variety of audiences)	✓	
<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>
A teacher with a flexible approach to work who enjoys being a good team member	✓	
Must be able to manage own workload effectively	✓	
Good people skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
To practice equal opportunities in all aspects of the role and around the workplace in line with policy	✓	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	

## Selection Process

Our aim is to make sure that we recruit the right person for the job. We will ensure that the selection process is fair and without discrimination.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with pupils as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies.

We request references prior to interview and use these to verify the information you have given us. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

**Visits to the Central Office and our Schools** - A visit to see our fantastic facilities and learning environment is warmly welcomed by prior arrangement – please refer to advertisement.

**Applications** - Please ensure that all parts of the application are completed, including any gaps in employment and the reason. We do not accept CVs as part of the selection process. Applicants should demonstrate how your experience and skills make you suitable for the position. Applications should be submitted by the specified closing date and time via email to [hr@stanleylearningpartnership.co.uk](mailto:hr@stanleylearningpartnership.co.uk)

**Shortlisting** - We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff relevant to the post being appointed to. Candidates who best meet the person specification will be invited to an interview. We will notify you by email – to the address indicated on the completed application form. If you have not heard from us within five working days of the shortlisting date, you have not been successful at this stage. Along with an invitation to interview letter will be a declaration of interest form, which you should complete and return prior to the interview.

**References** - We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last employer.

**Interview Process** - The interview process will consist of several tasks and activities designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications, identity, and eligibility to work in the UK documentation.

**Final Selection** - Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for this post. We will then telephone each candidate to inform them of the outcome and give brief feedback during this telephone conversation.

**Offer of Employment** - We will make a verbal offer of employment by telephone following interview stage and this will be confirmed in writing. The offer of employment is conditional on receiving satisfactory pre-employment checks in line with safer recruitment. Further details will be provided to the successful candidate.



### Stanley Learning Partnership Ltd (Trading as SLP)

Registered office: Langley Park Primary School, Langley Park, DH7 9XN  
Telephone: 01207 266700

Company number: 10380011 (Registered in England & Wales)