



# Class Teacher Candidate Information





## VISIONARY GUIDING FRAMEWORK

*Caring, Inspiring, Achieving*

Holtspur's staff and children embody  
our school values:

*Ready*

*Respectful*

*Safe*

*Kind*

*Unique*

We are a friendly, single form entry school in Beaconsfield, at the heart of the community of Holtspur. We are fortunate to have excellent grounds and facilities, with a Children's Centre and a Pre-School on site. Our school is a child-centred place of learning where pupils feel secure, valued and happy. All of our children are unique and special and we aim to recognise and cater for their specific needs; developing talents and skills, overcoming difficulties and providing a wide range of opportunities.

Our vision for every child is 'Caring, Inspiring, Achieving' and all members of our school community work hard to help children be the best they can be, developing a positive and open attitude to learning and the confidence to persevere calmly and creatively. We foster caring attitudes underpinned by respect, good manners and showing empathy towards others. We work closely with parents, families and other members of the community to ensure the wellbeing of all our children and are known as a caring community school.



Dear Candidate,

Thank you for your interest in the post of Class Teacher at Holtspur School & Pre-School. We are seeking to appoint a Class Teacher to start in post on 1<sup>st</sup> September 2024.

We are extremely proud of our friendly, community school and the children thoroughly enjoy their time with us. We have a thriving Pre-School and a fully subscribed ARP, which add immeasurably to the school community. Visitors to the school comment on the happy atmosphere and calm and creative focus on learning they see. All groups of children do well as they progress through the school.

Our goal is to continue to improve our school, rated GOOD in our most recent OFSTED inspection (July 2023), to allow us to offer the best opportunities for all of the children in our care. Holtspur School and Pre-School are embarking on an exciting journey towards excellence.

We have a dedicated, talented and enthusiastic staff at Holtspur, and a very strong collegiate ethos permeates the team. We are committed to supporting and developing the physical and emotional health and wellbeing of all the school's children and staff. We pride ourselves on balancing the fine line between academic achievement and developing rounded children who, by the time they leave Holtspur, are ready for the next phase in their life. Holtspur is a school that has strong community values and embraces different learning styles, catering for all elements of children's education.

The positive reputation of the school for supporting all children means classes often include comparatively large numbers of children with additional barriers to learning. At Holtspur we celebrate this diversity and find ways to inspire and engage all children so they can fulfil their potential both academically and personally.

If appointed you will be joining a school with a supportive Governing Body and a vibrant PTA, with a local liaison group of leaders who work collaboratively.

You are most welcome to find out more by contacting me informally or by visiting the school prior to submitting your application.

Warm regards,

Lea McKellar  
Headteacher



## The Opportunity at Holtspur School

We have 2 full time positions in Key Stage 1 and Key Stage 2, both starting on 1<sup>st</sup> September 2024. The job description and person specification set out our expectations of a successful candidate.

Holtspur is a Group 2 School with attached Pre-School, both ECT's and experienced teachers are welcome to apply.

## The Application and Assessment Process

Please submit your application using the attached form. We ask that you limit your supporting information to two A4 pages. CVs will not be accepted.

The closing date for completed applications is **22 April 2024**.

The interview and assessment process will be held on **26 April 2024**. Further details of the timetable and expectations of candidates will be communicated as part of the invitation to interview following the shortlisting process.

Visits to the school are warmly welcomed and positively encouraged. Please contact the school office to make an appointment at [office@holtspurschool.co.uk](mailto:office@holtspurschool.co.uk) or call 01494 674325.

Holtspur School & Pre-School is committed to the protection and safety of its' pupils and all posts within school are subject to an Enhanced Disclosure and Barring Service (DBS) check. References will be taken up prior to interview.

Please email your completed application form marked for the attention of Mrs Fennell to [office@holtspurschool.co.uk](mailto:office@holtspurschool.co.uk) or deliver to her at Holtspur School & Pre-School.

Holtspur School & Pre-School  
Cherry Tree Road  
Beaconsfield  
HP9 1BH







## About Holtspur School & Pre-School

### Location

Holtspur School & Pre-school is situated in Holtspur, which is part of the South Buckinghamshire town of Beaconsfield. Set on the southern edge of the Chilterns, with excellent road and rail connections to London, Heathrow and the national motorway network, the area is a vibrant and growing community. Access to the M40 motorway is about 5 minutes, M4 and M25 in 15 minutes and M1 and M3 in 30 minutes.

Unlike many areas surrounding London, there are many established local families and a strong community feel. Many of the school's parents and staff grew up in the local area and were themselves pupils at the school.

The community itself continues to develop and grow especially as there are plans for substantial new housing on the Eastern side of town towards Gerrards Cross.

### Introduction to the School

We are a small and exceptionally happy, caring school, situated in quiet surroundings, with substantial grounds. Our mixed catchment, diversity and commitment to inclusion make our school a very special place and an integral part of the local community. The Pre-School is the only Pre-School in the area offering fully funded places, and offers a provision for 2-4 year olds.

Holtspur School provides a safe and stimulating environment, where all children can learn and grow, educationally, personally and socially. All children are different and have a range of abilities and talents. Through our broad and rich curriculum, and wide range of extra-curricular opportunities, we aim to develop the full potential of each and every child in our care.

Our Additionally Resourced Provision (ARP) caters directly for pupils with developmental language disorder. These children are integrated into their year group and are valued members of our school community.

### Our Aims

All our pupils are expected to achieve high standards of work and behaviour, showing continuous improvement. They are encouraged to develop personal qualities – respect, self-discipline, positive relationships, and enquiring minds; to be able to work independently and collaboratively and to care for themselves, others and the environment.





## **The Broader Curriculum**

We are passionate about including opportunities Learning Outside the Classroom (LOtC) across our curriculum and are proud to hold a Silver LOtC quality mark. Our pupils benefit from a fantastic Outdoor Learning Classroom ("The Nest"), as well as our landscaped gardening zone, extensive grounds, pond and orchard. We have independent, expert music tuition for private instrument lessons. Our large sports field and playground are loved by the children and we participate in lots of inter-school sports events.

## **Parental and Community Partnership**

At Holtspur we recognise that good relationships with parents and carers and the wider community are vital. The PTA is incredibly important in supporting those key projects the costs of which we would struggle to meet from our basic funding. Most recently they have helped to fund new washrooms across the school, and developed a new gardening zone for Learning Outside the Classroom. Each year they also support the school with themed learning days. Their fundraising activities are impressive, with an annual and large-scale fireworks display, Christmas and May Fairs and much more.

We regularly seek feedback about our school from the families in our community. In a recent survey of parents, at least 95% of parents strongly agreed or agreed that their child is:

***Happy at school***  
***Encouraged to work to the best of their ability***  
***Safe***  
***Making good progress in their work***

We encourage two-way communication with parents, both formally and informally, with positive feedback celebrated and individual questions or concerns addressed immediately. Twice yearly parent evenings are also very well attended.

**"My child loves school, her teachers and her classmates."**

**"Could not ask for more. Teachers are friendly, approachable, adaptable and go above and beyond."**

**"My children have been absorbed into Flourish on many occasions and this has benefitted them greatly."**





## Class Teacher Job Description

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### Holtspur School Job Description

<b>Job Title:</b>	<b>Class Teacher</b>
<b>Grade:</b>	Main/Upper or Early Career pay scale
<b>Reporting To:</b>	Headteacher
<b>Overall purpose:</b>	To plan and teach a broad balanced curriculum to the assigned class or classes. To set individual and group targets for pupil progress and monitor, assess and report against these targets to school staff, pupils, parents and governors as appropriate.

#### Principle Duties:

##### Teaching and Learning

- Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote the enjoyment in learning, using a variety of differentiated teaching methods which incorporate effective questioning and response and which are adapted to the audience (whole class, small group and individual teaching).
- Be responsible for a designated classroom and teaching area and associated resources and in doing so provide a challenging, supportive learning environment which stimulates and develops lively enquiring minds.
- Direct the activities of support staff or class helpers in their work with pupils in the assigned class.
- Develop lesson plans which have clear teaching aims, objectives, and lesson content and appropriately structured subject matter that match the range of needs of abilities of the pupils within the class, so that the lesson can be taught in person or by another suitably qualified teacher or HLTA.
- Set clear and realistic individual pupil targets which are measurable and build upon prior knowledge or attainment in discussion with colleagues and the pupil concerned and to share these targets with the parents.
- Employ home learning to consolidate and extend learning and check entries in home learning diaries and take action as necessary.
- Plan and provide structured learning opportunities for all abilities including those with SEN and the more able which engage pupils' interest and which develop their physical, intellectual, emotional and social abilities, and implementing specialist advice as appropriate.
- Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
- Encourage pupils to reach their true potential, so that they become independent learners with a positive attitude towards: themselves and their own self worth; the value of perseverance; life-long learning; participating within the wider community; and the well being and opinions of others.

##### Monitoring, Assessment, Recording and Reporting

- Systematically identify, monitor, assess, record and report the progress (academic and social) of pupils within the assigned class or classes using the results to inform future targets, planning, teaching and curricular development.
- Quality mark pupils' work, including home learning according to the school marking guidelines.
- Maintain a good working knowledge of the requirements of statutory assessment and reporting procedures.
- Provide accurate and informative verbal and written feedback about individual pupil progress to parents/carers, pupils, colleagues, the next year teacher or next school.

- Contribute towards the development of support plans, including the planning and recording of appropriate targets, actions and outcomes.
- Prepare pupils for National Curriculum Assessments and support colleagues in administering National Curriculum Tests and supervising / invigilating tests where they are carried out in the normal classroom with the normal class.

### **Curricular Knowledge and Understanding**

- Maintain a thorough and up-to-date knowledge and understanding of the National Curriculum and in doing so support and assist the school's ongoing development of curriculum and the School Development Plan.
- Maintain a good knowledge of any other statutory requirements related to pupils' education or welfare.
- Keep up to date with research and developments in pedagogy and curriculum content.

### **Professional Standards and Development**

- To meet all Professional Standards for Teachers.
- Attend and participate in open evenings, pupils' performances and organise class participation in school events including a class assembly.
- Keep abreast of school policies and working practices and be aware of the functions of the Governing Body
- Set a good example to all the schools pupils in the manner of appearance and personal conduct.
- Critically evaluate resources and teaching and use this knowledge to improve the quality of teaching and learning.
- Establish effective working relationships with colleagues and relevant outside agencies.
- Attend staff meetings, INSET days, and training courses as appropriate and continue to be a learner.
- Maintain a professional portfolio of evidence to support the relevant aspects of the appraisal process.
- Attend appropriate CPD training and report on the impact on learning to other staff.
- Maintain confidentiality at all times and prevent disclosure of confidential and sensitive information
- Keep up to date with First Aid, Health and Safety and Safeguarding training and be aware of the responsibility for your own personal health, safety and welfare and that of others.
- Lead a non-core subject across the school.

### **Pastoral Duties**

- Consider the pupils' safety and welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
- Through the enactment of the School's Behaviour Policy and strategies, establish and maintain a high standard of pupil discipline and conduct by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
- Maintain a detailed knowledge of the pupils in the assigned class and use a counselling approach to help pupils explore thoughts, feelings and solutions to problems and to speak or take action on behalf of pupils as appropriate.
- Contact parents or external agencies, if appropriate, after proper consultation with the SENDco team or Head teacher.
- Establish a prompt and structured start to the morning and afternoon sessions, marking the register fully and accurately, collecting any letters of absence and reporting any unexplained absences or patterns of absence to the School Office.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that staff consider, at all times, what is in the best interests of the child.

- Staff have responsibility to provide a safe environment in which children can learn.
- Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- A staff member who has any concerns about a child's welfare should follow the processes set out in KCSiE 2023.



- Staff should ensure that all safeguarding and child protection training is up to date and continue to develop relevant skills and knowledge to safeguard children effectively.
- **This post requires a DBS check as it is classed as regulated activity. An Enhanced DBS and satisfactory references will be obtained prior to commencement of employment. References will be sought prior to interview**

**Signed:**

**Date:**





# Class Teacher Person Specification

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**Job Title:** Class Teacher

## Selection Criteria

- Possess a good degree and have attained Qualified Teacher Status.
- Possess excellent written and verbal communication skills.
- Satisfactory Disclosure from the Criminal Records Bureau (DBS)
- Experience and ability of teaching a broad and balanced curriculum to pupils using a variety of teaching methods which incorporate effective questioning and response.
- Experience of establishing and maintaining a high standard of pupil discipline and conduct by the use of praise, rewards and sanctions.
- Experience of providing and maintaining a challenging, supportive learning environment, which stimulates, maintains and develops lively enquiring minds.
- Experience of, and ability to plan and provide structured learning opportunities, which engage pupils' interest and which take account individual pupils' needs (e.g. SEN), their developing physical, intellectual, emotional and social abilities, and implementing specialist advice as appropriate.
- Possess a secure and up-to-date knowledge and understanding of the National Curriculum programmes of study.
- Experience of directing the use of any support staff or class helpers in their work with pupils.
- Experience of contributing towards the implementation of support plans with pupils with SEN including the planning and recording of appropriate targets, actions and outcomes.
- Possess a good working knowledge of the requirements of statutory assessment and reporting procedures.
- Experience of providing accurate and informative verbal and/or written feedback about individual pupil progress to parents/carers, pupils, the next year teacher or next school.
- Safeguarding training.
- Subject leadership experience.