



# **Applicants' Guide for the post of: Class Teacher**

July 2025

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**You will find an application form on our website** [www.dringhouses.york.sch.uk](http://www.dringhouses.york.sch.uk), where you will also find a link to our most recent Ofsted Inspection Report.

Please note that we are committed to safeguarding and promoting the welfare of children. We will require the successful applicant to undertake an ENHANCED criminal record check via the DBS.

April 2025

Dear Applicant

Dringhouses Primary School is an extraordinary community: friendly, focused, and enthusiastic. We look after each other, and staff-wellbeing is a priority.

Our children are happy, keen, and enjoy the excellent education that we work hard to provide. We look forward to applications from experienced teachers who want to join an environment that encourages growth and development in all of its community, and someone who can become a part of Team Dring!

Details:

Key Stage 2 Class Teacher Vacancy

This is a full-time, fixed term appointment for 1 year.

Applications may be submitted by e-mail or by post, which must be received by 12 midnight at the latest on Sunday 11th May 2025.

If you choose to apply and are shortlisted, you will be invited to interview on Monday 19th May 2025. If you have not heard from us by then, please assume that, on this occasion, you have not been successful.

We look forward to hearing from you.

Yours sincerely



Mary-Kate Swiers | Head of School

# DRINGHOUSES PRIMARY SCHOOL: PERSON SPECIFICATION

Post of Class Teacher

Attributes	Essential Criteria	Essential	Desirable	Evidence
	A = Application I = Interview R = Reference			
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Degree (or equivalent from DfE recognised institution)</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>Evidence of commitment to personal and relevant professional development (CPD)</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>Evidence of completing recent safeguarding training</li> </ul>	√		A/I
<b>Experience</b>	<ul style="list-style-type: none"> <li>Proven experience of delivering the curriculum and applying its principles</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Planning for, teaching and assessing learning</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Managing pupil behaviour consistently and effectively</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Demonstrating good organisational skills, determining priorities to meet deadlines</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Working in a team and collaborating with colleagues</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Working in partnership with parents</li> </ul>	√		A/R/I
<b>Skills/Abilities /Knowledge</b>	<ul style="list-style-type: none"> <li>Good/Outstanding classroom practitioner</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Ability to contribute to whole school development</li> </ul>		√	A/R/I
	<ul style="list-style-type: none"> <li>Understanding of current education and curriculum developments, initiatives and legislation</li> </ul>		√	A/I
	<ul style="list-style-type: none"> <li>Ability to interpret and implement new initiatives</li> </ul>		√	A/I
	<ul style="list-style-type: none"> <li>Ability to foster good school community relationships</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Excellent interpersonal and communication skills</li> </ul>	√		A/R/I
	<ul style="list-style-type: none"> <li>Ability to collate, analyse and present own data</li> </ul>		√	A/I
	<ul style="list-style-type: none"> <li>Confident and competent in the use of technology for both educational and administrative purposes</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>Skilled at managing change</li> </ul>		√	A/R/I

<b>Vision/ Principles/ Affiliation</b>	<ul style="list-style-type: none"> <li>• A clear personal vision and educational philosophy, with the ability to translate it into practice</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>• A commitment to placing the child at the centre of the education process</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>• A commitment to inclusion and the right of every pupil to be the best that they can be</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>• A commitment to working in partnership with other educational providers and partners, including local authority, parents and governors</li> </ul>	√		A/I
	<ul style="list-style-type: none"> <li>• A commitment to working collaboratively with the governing body and senior leadership team</li> </ul>	√		A/I
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Sets high expectations and standards for self, support staff and pupils</li> </ul>	√		A/I/R
	<ul style="list-style-type: none"> <li>• Creative, enthusiastic, adaptable and resilient</li> </ul>	√		A/I/R
	<ul style="list-style-type: none"> <li>• Confident, positive and approachable</li> </ul>	√		I/R
	<ul style="list-style-type: none"> <li>• Enjoys listening to and respects the views of children</li> </ul>	√		A/I/R
	<ul style="list-style-type: none"> <li>• Innovative and creative problem solver and willing to learn from best practice elsewhere</li> </ul>	√		A/I/R
	<ul style="list-style-type: none"> <li>• Communicates effectively across all stakeholders</li> </ul>	√		I/R
	<ul style="list-style-type: none"> <li>• Able to create a first-class learning culture and motivate members of the school community, including staff, parents and pupils</li> </ul>	√		A/I/R
	<ul style="list-style-type: none"> <li>• Sensitive to the needs of others; a supportive colleague and team player</li> </ul>	√		A/I/R
	<ul style="list-style-type: none"> <li>• Committed to contributing fully to the life of the school</li> </ul>	√		A/I/R

## **JOB DESCRIPTION**

### **CLASS TEACHER**

#### **The Teachers' Standards issued by the Department for Education specify that:**

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

#### **At Dringhouses Primary School all teachers will therefore:**

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate excellent subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

#### **Additionally:**

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.

#### **The Teachers' Standards can be found on the GOV.UK website:**

**<https://www.gov.uk/government/publications/teachers-standards>**

**SUBJECT LEADERS will also have the following areas of responsibility and key tasks:**

**1. Strategic Direction and Development of the Subject (with the support of, and under the direction of the Leadership Team), to:**

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective learning and teaching.
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives.
- Develop plans for the subject which identify clear learning objectives in line with the school development plan.
- Monitor progress and evaluate the effects on teaching and learning by analysing work and outcomes.

**2. Learning and Teaching, to:**

- Display flair and creativity in engaging, enthusing and challenging groups of pupils.
- Use your own class as an example of high quality learning and teaching, where pupils are enthusiastic and respond positively to challenge and high expectations.
- Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan.
- Evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data.
- Evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identifying effective practice and areas for improvement, and taking appropriate action to improve further the quality of teaching.

**3. Leading and Managing Staff, to:**

- Enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing quality professional development opportunities.
- Demonstrate an ability to advise and support other teachers.
- Provide clear feedback, good support and sound advice to others.
- Provide examples, coaching and training to help others become more effective in their teaching.
- Help others to evaluate the impact of their teaching on raising pupils' achievement.

**4. Effective Deployment of Resources, to:**

- Maintain efficient and effective management and organisation of learning resources, by developing or identifying new resources, including ICT applications, to the subject.
- Be aware of, and respond appropriately to, any health and safety issues raised by materials, practice or accommodation related to the subject.

**UPPER PAY SCALE TEACHERS will also be expected to:**

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have an in-depth knowledge and understanding of their subjects/curriculum areas and related pedagogy, including how learning progresses within them.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge .
- Have teaching skills which lead to learners achieving well, relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## OUR SCHOOL

Dringhouses Primary School is situated on the western side of York, about three miles from York city centre and a short drive off the A64. Built in 1904, Dringhouses is a co-educational school for children aged 4+ to 11 years, with approximately 300 pupils on the roll over 11 classes.

The school has good internal facilities that undergo a process of continuous improvement and currently consist of:

- Eleven classrooms
- The school Library
- The school Music Room
- A large hall/dining room
- Three learning support rooms, for teaching smaller groups of children
- A children's kitchen
- A meeting room
- A medical room with accessible toilet and shower
- Central reception area
- Administration offices

The main playground includes a separate multi-use games area for ball games and a garden area, also utilised as a learning resource. There is an additional, smaller, playground at the rear of the school, as well as a separate playground with play equipment, blackboard and raised beds for our children in the Early Years' Foundation Unit. There is a playing field and wildlife area opposite the school, which the pupils use during the day for sporting and Forest School activities.

### **A short history of our school**

Dringhouses Primary School opened in 1863 on Tadcaster Road, in the building now occupied by the local library. It was originally a small village school for about 50 children. In 1884 the school log book records that the total grant for that year was £21.15s.5d. At that time it was 'payment by results', with the scramble for free places that was common to all elementary schools. The log book is available to anyone interested in a more detailed history of the school. Our history is very important to us here, at Dringhouses - our future is built on what came before us.

## **WHAT MATTERS TO US AS A SCHOOL**

Dringhouses Primary School lays the foundations for children to become life-long learners and builds confidence, independence and enthusiasm. We care for, support and value every single child and encourage each one to achieve the highest possible standards through offering an enjoyable and stimulating curriculum which develops creative, enquiring, understanding citizens.

### ***The aims of the school are to:***

#### **Develop citizenship through:**

- ❖ Learning life skills including confidence, independence and responsibility
- ❖ Learning to have respect for oneself, others and the environment
- ❖ Learning to appreciate social, religious and cultural differences
- ❖ Recognising and celebrating successes and achievements
- ❖ Encouraging a healthy lifestyle

#### **Develop partnership through:**

- ❖ Working together with children, staff, parents, governors and the wider community

#### **Educate children by:**

- ❖ Providing challenging, stimulating, worthwhile and enjoyable experiences
- ❖ Developing enquiring and creative minds
- ❖ Encouraging hard work, commitment and self-discipline to maximise potential