

Thank you for your interest in the vacancy at our school.

Within this pack you will find information about:

- Details of the Recruitment Process
- The School
- An Application Form

We look forward to receiving your application.

Recruitment Process

Application

Please complete the application form enclosed and submit a letter of application, giving evidence of your experience in relation to the criteria listed in the Job/Person Specification.

You are requested to supply the names and addresses of at least two referees on the application form. One of these should be your present, or last, employer. As this post involves working in a school, we will be looking for information which supports the suitability of candidates for working with children.

Applications should be sent to:

A Marsh-Ballard
Headteacher
Priestley Primary School
Prince Charles Drive
CALNE Wilts
SN11 8TG

Or e-mail:

admin@priestley.wilts.sch.uk

If you have any questions about this vacancy, please email the School Office on admin@priestley.wilts.sch.uk

Short-listed candidates will be contacted on Monday 28th February by e-mail. Please provide preferred e-mail address should you be successful. If you do not receive an e-mail on this date, thank you for your interest in working at Priestley Primary School but on this occasion, you have not been shortlisted. Due to the quick turnaround, can we also ask that you ask any referees provided to keep an eye on their email inboxes.

As part of our safeguarding procedures, please note that if you are shortlisted an online search will be carried out on you.



Welcome to the Priestley Experience

I would like to take this opportunity to introduce myself and welcome you to Priestley Primary School. I am Andrew Marsh-Ballard and have been Headteacher here at Priestley since September 2005. Whether you are just embarking on a career in education, or bring with you many years of experience, you will be joining the school team at an exciting time in its history.

Our aim at Priestley is to help create communicative, competent, confident young people who are more than ready for the next challenge in their educational journey. Although we strive to raise academic standards, we also feel that it is vitally important not to lose sight of the child as an individual which was recognised by OFSTED 2018.

'The school is highly inclusive, and its successes demonstrate your belief in equality of opportunity. You have continued to build on your vision of 'creating opportunity, releasing potential and achieving excellence'

At Priestley we value the contribution the children make to their own learning and to the learning of their peers around them. It is important that children enjoy their time at Priestley and develops a healthy attitude to learning creating a bank of memories that will stay with them for years to come.

The all-round development of a child is our paramount importance. We seek to build strong relationships with all our parents and carers and look forward to a working partnership to ensure this happens.

I look forward to answering any questions you have and receiving your application.

A Marsh-Ballard

Andrew Marsh-Ballard
Headteacher

Ethos & Aims

The school's vision is:

'Raising Aspiration, Realising Ambition, Stimulating Curiosity'.
Confident to explore an unknown future.

Our mission or how we aim to achieve this vision is:

Placing Learning at the Heart of All We Do

Working in partnership with pupils, parents, staff, Governors and the wider community to provide a safe, happy stimulating and purposeful learning environment where high expectations are set so that all pupils are challenged to achieve their potential, socially and academically.

For our core values which underpin our mission I would like to introduce you to an extremely popular member of the Priestley Team. Spikey is the school's learning character that was both designed and developed by the children themselves. Everyone at Priestley aspires to being 'Spikey', every day. Attached to Spikey are the school's core values. Under an umbrella statement of 'Respect for All' our core learning values are:

Cooperate
Give it a go
Stay focused
Share great ideas
Take responsibility
Think things through

A typical parent's comment was, 'Great school, fantastic teachers. My child feels happy and safe in a supportive learning environment.' (OFSTED 2018)

About Our School

Calne is a small town that nestles in the western reaches of the Designated Area of Natural Beauty known as the North Wessex Downs. It sits on the River Marden and the A4 between Chippenham and Marlborough. Its origins date back to Anglo Saxon times and more recently it was known for the imposing Harris' pork processing factory that finally closed its doors during the early 1980's.

The school derives its name from the philosopher and chemist Joseph Priestley who it is believed, whilst staying at the nearby Bowood House in 1774, discovered the existence of oxygen. The story continues that whilst observing the ducks swimming on the Doctors Pond in the town he observed the bubbles appearing on the surface of the water thus observing the existence of oxygen.

Priestley Primary School is a community school. It is ideally situated amongst several housing estates within half a mile of Calne's town centre in Prince Charles Drive. Traditionally a one form entry school Priestley is now enjoying a period of expansion that will in time take the school to two forms of entry. A particular strength of the school is its spacious grounds that allow for three playgrounds and extensive grassy areas. We have worked hard to landscape the school grounds to best support all aspects of the children's learning with a wildlife area, dedicated outside teaching spaces, a range of fixed large play equipment and extensive areas to run and play.

Priestley Primary School

Job Specification



Higher Level Teaching Assistant

In addition to your class teaching responsibility you are required to carry out such particular duties as the Headteacher may reasonably direct.

The responsibility attached to each of the named areas should lead to ownership and accountability for those areas. This would entail the named person maintaining and improving provision ensuring good practice is demonstrated, is kept current and is in line with school improvement

Cover Teaching/ Inclusion/ Special Educational Needs

Key Responsibility	Key Tasks
<p>Higher Level Teaching Assistant</p> <p>Professional values and practice</p> <p>Professional knowledge and understanding</p>	<ol style="list-style-type: none"> I. Release teachers for their PPA/ Management release through teaching agreed already planned lessons. II. Release teachers for other planned absence teaching agreed already planned lessons. III. Fulfil school requirements for undertaking Booster sessions in agreed cohorts. IV. Investigate all-inclusive links. V. Work to increase relationships with parents. VI. Work alongside the Parent Support Adviser to engage parents. VII. Work towards the school being a means for outside agencies to access the community. VIII. Assist the Headteacher in making sure all communal spaces are kept tidy & displays remain in tack. <p><i>Those awarded HLTA status must demonstrate, through their practice, that they:</i></p> <ol style="list-style-type: none"> I. Have high expectations of children and young people with a commitment to helping them fulfil their potential. II. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people. III. Demonstrate the positive values, attitudes and behaviour they expect from children and young people. IV. Communicate effectively and sensitively with children, young people, colleagues, parents and carers. V. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people. VI. Demonstrate commitment to collaborative and cooperative working with colleagues VII. Improve their own knowledge and practice including responding to advice and feedback. <ol style="list-style-type: none"> I. Understand the key factors that affect children and young people's learning and progress II. Know how to contribute to effective personalised provision by taking practical account of diversity III. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people IV. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy V. Know how to use ICT to support their professional activities VI. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they

Professional skills	<p>support</p>
Planning and expectations	<p>VII. Understand the objectives, content and intended outcomes for the learning activities in which they are involved</p> <p>VIII. Know how to support learners in accessing the curriculum in accordance with the special educational needs & disabilities (SEND) code of practice and disabilities legislation</p>
Monitoring and assessment	<p>IX. Know how other frameworks that support the development and well-being of children and young people impact upon their practice.</p> <p>Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.</p> <p>I. Use their area(s) of expertise to supplement the planning and preparation of some learning activities.</p> <p>II. Devise clearly structured activities that interest and motivate learners and advance their learning.</p> <p>III. Plan how they will support the inclusion of children and young people in the learning activities.</p>
Teaching and learning activities	<p>IV. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.</p> <p>I. Monitor learners' responses to activities and modify approaches accordingly.</p> <p>II. Monitor learners' progress in order to provide focused support and feedback.</p> <p>III. Support the evaluation of learners' progress using a range of assessment techniques.</p> <p>IV. Contribute to maintaining and analysing records of learners' progress.</p>
Supporting the School.	<p>I. Undertake classroom teaching responsibilities as requested following planning provided by the class teacher.</p> <p>II. Use effective strategies to promote positive behaviour.</p> <p>III. Recognise and respond appropriately to situations that challenge equality of opportunity.</p> <p>IV. Use their ICT skills to advance learning.</p> <p>V. Advance learning when working with individuals.</p> <p>VI. Advance learning when working with small groups.</p> <p>VII. Advance learning when working with whole classes without the presence of the assigned teacher.</p>
First Aid	<p>VIII. Organise and manage learning activities in ways which keep learners safe.</p>
Safeguarding	<p>IX. Direct the work, where relevant, of other adults in supporting learning.</p> <p>I. Where appropriate, fostering and develop links between a pupil's home and school.</p> <p>II. Assisting with setting up, storing and retrieving and general maintenance of the classroom equipment and teaching aids.</p> <p>III. Helping to ensure the hygiene of the teaching environment in cases of sickness or soiling.</p> <p>I. Administer First Aid when and where required.</p> <p>II. Ensure certification is kept current.</p> <p>I. Ensure you have a working knowledge of risk assessments that might affect your working day.</p> <p>II. Ensure any Safeguarding Training i.e. Child Protection; First Aid & Health & Safety is current.</p> <p>III. Ensure Buildings & Grounds are secure</p> <p>IV. Ensure the safe usage of the internet by all pupils.</p>

Priestley Primary School

HLTA

Person Specification



- **Knowledge and Experience:** Professional knowledge within the area of Primary Education
- **Passion for Learning:** Supports good practice
- **Respect for Others:** Creates a community where there is mutual support
- **Team Working:** Builds team spirit
- **Understanding Others:** Understands ongoing behaviour
- **Prioritizes:** Analyses variables
- **Challenge and Support:** Challenges others in the pupils' best interests
- **Community Engagement:** Communicates and connects own vision to that of others
- **Confidence:** Expresses a professional view
- **Creating Trust:** Lives up to what professes to believe
- **Developing Potential:** Creates development opportunities
- **Drive for Improvement:** Creates improvements
- **Flexibility:** Changes tack
- **Holding People Accountable:** Confronts poor performance
- **Impact and influence:** Calculates an impact
- **Information seeking:** Gathers information
- **Initiative:** Thinks and acts ahead
- **Managing pupils:** Takes actions on behalf of pupils
- **Having areas of expertise that can benefit the school:**
A teaching qualification would be an advantage but not essential.
Experience of delivering Speech and Language programme to children would be preferable but not essential.