



Dean Field Community Primary School



0.6 FTE Teacher for Specialist Resourced Provision Job Applicant Pack



Contents

Cover Letter.....	3
Teacher for Specialist Resourced Provision – Job Advert.....	4
Safer Recruitment at Dean Field School	6
0.6 FTE Teacher for Resourced Provision - Job Description	7
0.6 FTE Teacher for Resourced Provision - Person Specification ..	10
Application Guidance	11
“My school” Life at Dean Field – Pupil Voice	13
The Family of Learning Trust Ethos and Vision.....	14



INVESTORS IN PEOPLE®
We invest in people Platinum



Cover Letter

Dean Field Community Primary School
Cousin Lane, Ovenden, Halifax, HX2 8DQ
Tel: 01422 258258



Dear Prospective Teacher,

I am glad our advert caught your attention and I am pleased to provide you with further information about a new and exciting opportunity at our school. We are looking to recruit an outstanding candidate to teach in our new created Resourced Provision.

Please find enclosed in the application pack the following to assist you with your application:

- Job Description
- Personnel Specification
- “My School” – children’s views on life at Dean Field Community Primary School
- Our ethos and vision

We are a school at the heart of the community and we serve many vulnerable families; families who deserve the very best and this is what we aim to give them. The best start in life, the best education, the best teachers and support staff.

Our teaching staff work very hard and this reflects their commitment and loyalty to school. Staff morale is high, and because of this they energise each other and collaborate well. We work together and in conjunction with our colleagues across the Trust, as reflective practitioners; consistently thinking about how we can improve learning and outcomes for children.

We work very closely with our families and parental engagement is high on our agenda. We also work closely with organisations and charities within our community and teach our pupils to be responsible, tolerant citizens; preparing them for life in modern Britain.

To get a glimpse of what life is really like at Dean Field please visit our school website www.deanfieldschool.co.uk for more information about both Dean Field and the Family of Learning Trust.

If you feel excited about the opportunity to work with us and change children’s lives, then we would welcome your application.

Please return your application to the school via email to dedwards@deanfieldschool.co.uk by **noon on Monday 19th May 2025**

Applicants who have been shortlisted for interview will be contacted by email, therefore it is important that you check your emails.

Good luck and best wishes,

Fiona Pether

Headteacher

Teacher for Specialist Resourced Provision – Job Advert

Dean Field Community Primary School is a vibrant, highly inclusive, one form entry school at the heart of the Ovenden community. Dean Field is part of the Family of Learning Trust and is a key partner working in collaboration with schools across the Trust to drive strong educational development, particularly in schools that face challenging circumstances.

At Dean Field we are determined to provide the best quality education to pupils of all ages and abilities; we strive to get the best out of all our pupils. Our motto is 'Learning without Limits'. As a community primary school, we truly believe in going 'above and beyond' for our families.

In February 2022 Dean Field was graded GOOD in all areas.

'Dean Field Community Primary School is a school where pupils are at the heart of everything that leaders and staff do. Parents feel the school has been transformed. One parent summarised the strength of feeling by saying, 'teachers and staff are incredibly supportive and nurturing to the children'.

'The provision for pupils who have SEND is a strength of the school. Pupils who need additional support work with skilled staff who know them well. There are carefully considered plans in place for each pupil. Pupils with SEND are supported successfully to develop independence and improve their confidence to be ready for the next stage of their education.'

'Staff are proud to work at this school. Staff value opportunities to work with other colleagues from a partner school in the trust. This helps staff develop their skills and reduces their workload.'

We have following post available to commence September 2025:

0.6 FTE Teacher for our Specialist Resourced Provision

Working Pattern: Full days, Wednesday, Thursday and Friday

Salary: MPR/UPR

Contract Term: One-year fixed term initially, with the potential to extend to 3 years if external funding is secured.

We are establishing a Specialist Resourced Provision with places for children from within our school. The aim of the new provision is to meet the needs of children with autism, complex needs and who will also have Social, Emotional and Mental Health Needs. This is an exciting opportunity to be part of the creation of this new inclusive provision. We are looking for someone who will work under the direction of the SENDCo to create and deliver adaptive learning suitable for some of our most vulnerable pupils to ensure they thrive. You will be fully supported by a team of specialist provision staff to make the provision welcoming, safe and accommodates the needs of the pupils who use it.

We are committed to our trust vision of 'Learning Without Limits' and are looking to appoint an exceptional classroom practitioner. We are looking to appoint an enthusiastic primary practitioner with the ability to teach across the primary age range, you must have experience of working with children with SEND and be passionate about adapting and delivering our creative curriculum with a commitment to raising standards for all pupils. Experience of

working in a special school is desirable, but not essential as you will be giving guidance and training as necessary. The working days are Wednesday, Thursday and Friday, although different working days could be negotiated for the right candidate. Friday afternoon will be dedicated for PPA and other SEND paperwork.

The successful candidate will be able to demonstrate the ability to work within our wider Trust team but most importantly be able to work independently and use their initiative. Candidates must have effective organisational skills and a willingness to contribute to the development of the provision as well as the wider school community.

There are significant opportunities for your professional development through the Family of Learning Trust Schools and we will support your professional journey.

You will be expected to:

- Be an outstanding classroom practitioner with the ability to deliver “Quality First Teaching”
- Experienced in supporting pupils with Special Needs and Education Health Care Plans
- Work in a creative and inspirational way with high expectations and be committed to raising standards
- Be able to challenge, motivate and support pupils
- Have excellent communication skills and a commitment to working as part of a team
- Be committed to the principles of inclusion
- Have high expectations of behaviour
- Have the ability to analyse assessment data, monitor standards and plan actions for improvement
- Have a flexible and positive approach to challenge and change.

In return we will offer:

- A friendly, caring and inclusive school community where everyone is valued.
- Enthusiastic children who enjoy learning.
- Excellent teaching facilities which create a vibrant and imaginative learning environment.
- An experienced, supportive and successful team who love to work collaboratively.
- A wide range of opportunities to support you on your chosen career path

The benefit package includes:

- Membership of Teachers’ Pension with employer contribution of 28.68%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Excellent team support and resources to assist with planning and assessment
- Commitment to professional development for all staff recognised through our Investors in People Platinum award.
- Opportunities to work with other schools and groups of schools to share good practice

Please visit our website: www.deanfieldschool.co.uk for an application pack.
Please note we do not accept CVs, only a fully completed Dean Field School application form will be accepted.

For further information about the role please view our website or contact Dawn Edwards, School Business Manager on 01422 258258. Visits to the school are encouraged.

CLOSING DATE: noon on Monday 19th May 2025

Interviews will take place on Friday 23rd May 2025

You will be contacted by email to inform you if you have been selected for an interview, please check your spam box!

The trustees of the Family of Learning Trust and the Governors of Dean Field School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.

Safer Recruitment at Dean Field School

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

Dean Field School is fully committed to the principles of safer recruitment.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children.

All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references **(one of which must be from most recent employer)** will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ internet and social media checks undertaken by third party

- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving “regulated activity”, all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

A DBS check will be requested for appointments to all relevant posts and for those involved in ‘regulated activity’ this will include an additional check of the Children’s Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.



0.6 FTE Teacher for Resourced Provision - Job Description

Post: 0.6 FTE Teacher for Specialist Resourced Provision

Grade: MPR/UPR assessed in accordance with the Trust Pay and Grading Policy

Responsible to: Headteacher, Deputy Headteacher, SENDCO, Governors and Trustees

Main Duties and Responsibilities

1. To carry out duties as detailed in the current School Teachers’ Pay and Conditions
2. Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and all of Dean Field School’s aims and policies.



3. To work under the direction of the Special Needs co-ordinator to provide a happy, secure and productive learning environment for children with SEND in the specialist provision and across the wider school community.
4. To support the Senior Leadership team in working closely with the wider school community in the development of the curriculum and pastoral work in the school.

Planning, Teaching and Class Management

To teach children throughout the school from Foundation Stage to Year 6 by planning appropriate teaching to achieve progression of learning for pupils through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks, which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Identifying SEN or very able pupils.
- Providing clear structures for lessons maintaining pace, motivation and challenge.
- Making effective use of assessment and ensure coverage of programmes of study.
- Ensuring effective teaching and best use of available time.
- Monitoring and intervening to ensure sound learning and discipline using the school discipline policy or adaptive behaviour strategies for children with additional needs.
- Using a variety of teaching and learning methods to meet the needs of all pupils across all subjects.
- Evaluating your own teaching critically to improve effectiveness.
- Managing parents and other adults in the classroom as appropriate.

Monitoring, assessment, recording and reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupil's work and set targets for progress.
- Assess and record pupil's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents.

Other professional requirements are to:

- Have a working knowledge of teacher's professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Ensure professional development.
- Develop appropriate liaison with all teaching and support staff.
- Liaise effectively with parents and Governors and actively promote their involvement in the life of the school.

- Take on any additional responsibilities that might from time to time be determined.
- Take responsibility for their own professional development and duties in relation to school policies and practices.

Curriculum Responsibility

To be negotiated, depending on experience and expertise. This is likely to include:

- Taking responsibility for an area of the curriculum within the provision, including the co-ordination, development and resourcing of that area.
- Using national, local and school management data effectively to monitor standards of achievement across the school in the allocated curriculum area.
- Producing short, medium and long term plans to develop the curriculum area.
- Informing and reporting to colleagues, Governors and parents about that area of the curriculum.
- Monitoring, maintaining and developing appropriate resources within each teaching area.
- Providing appropriate documentation and support (policy, scheme of work, records, staff support etc) for the agreed area of responsibility.
- Leading, assisting and participating in staff meetings and INSET to further the development of your agreed area of responsibility.
- Promoting the development of a co-operative approach to curriculum change
- Taking an active role in the planning of school development and implementation of DfE initiatives.



0.6 FTE Teacher for Resourced Provision - Person Specification

Dean Field Community Primary School 0.6 FTE Teacher – Specialist Resourced Provision Personal Specification



(A= Application, I = Interview, R = Reference)

	Essential	Desirable	How Identified
Qualifications and Training			
Qualified teacher status	✓		A
Evidence of ongoing or current professional development activities	✓		A
Other relevant professional qualifications		✓	A
Experience			
Successful classroom practitioner in the primary sector demonstrating impact on attainment	✓		A/I
Experience of working with children with Special Educational Needs	✓		
Experience of using a range of teaching strategies to improve pupil outcomes	✓		A/I
Experience of accurately assessing pupil progress and using assessment data to inform future learning opportunities	✓		A/I
Ability to use effective systems and procedures for quality assurance management to support raising pupil attainment	✓		A/I
Evidence of managing a curriculum area in school		✓	A/I
Evidence of teaching in more than one school		✓	A/I
Experience of working in a Special School		✓	A/I
Knowledge and Skills			
Knowledge of strategies to promote good learning, relationships and high attainment	✓		A/I/R
Ability to demonstrate a clear understanding of national curriculum requirements	✓		A/I/R
Ability to effectively implement behaviour management strategies	✓		A/I/R
Knowledge of effective teaching and learning styles, with the ability to deliver "Quality First Teaching"	✓		A/I/R
Ability to create a happy, challenging and effective learning environment	✓		A/I/R
Ability to use ICT skills as an integral part of teaching and learning	✓		A/I/R

Knowledge of intervention strategies to overcome barriers to learning	✓		A/I/R
Excellent interpersonal, oral and written communication skills	✓		A/I/R
Knowledge of up-to-date statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children	✓		A/I/R
Understanding of the requirement to foster and maintain links with home, school and other partnerships within the school community		✓	A/I/R
Initiative			
Ability to work both independently and as part of a team	✓		A/I/R
Ability to prioritise workload to meet deadlines	✓		A/I/R
Able to remain calm under pressure.	✓		A/I/R
Evidence of CPD and commitment to further professional development	✓		A/I/R
Circumstances			
Ability to manage work/life balance, and take steps to pro-actively manage your wellbeing	✓		A/I/R
Committed to Equal Opportunities, Health & Safety, SEND and Safeguarding Children in all their forms	✓		A/I/R
Understands the importance of confidentiality and work in a discreet manner where appropriate.	✓		A/I/R



Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

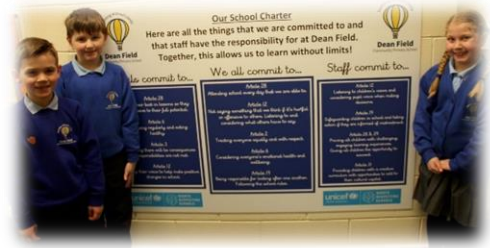
The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.
- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.

“My school” Life at Dean Field – Pupil Voice

“I like this school because of the staff. My teacher, for example, cares about our future.”

This school has great children and adults!”



“This school is the best because we get to go on fun trips and a residential in year 6!”



“We have lots of visitors in year 6, like Luke Ambler, the Police and Junior Wardens.” They teach us about what life will be like when we grow up.

“I think Dean Field is the best school because the teachers challenge us and make us think.”

“I like this school because I like to see people working together, playing together and being nice to each other.”



“Dean Field is the best because we have a big playground with lots of fun equipment.”

We asked our pupils:

What qualities do you want staff to have?

We want somebody who:

- Cares about us
- Pushes us to make progress
- Makes learning exciting
- Makes us smile
- Is firm but fair



The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Dean Field is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.

