



# Appointment of Classroom Teacher

***Required from September 2025***



# Information for Applicants

## Holmer Lake Primary School

### Appointment of Classroom Teacher *(ECTs welcome to apply)*

### *Main Pay Scale (M1 to M6)*

Thank you for your interest in the post of Classroom Teacher at Holmer Lake Primary School.

Please read the information contained in this pack. We hope it will help to share our visions and values, as well as supporting you in completing the application form.

The content of this pack includes:

- A copy of the advertisement,
- A job description for the post of classroom teacher,
- School organisational chart,
- A copy of the schools most recent Ofsted inspection - May 2023.

Holmer Lake Primary School is committed to the safeguarding and welfare of children. All post holders are subject to an enhanced DBS check (including a check on the children's barred list) and other relevant employment checks in line with the Statutory Guidance, Keeping Children Safe in Education.

An online check will also be undertaken for all shortlisted candidates prior to interview.

For further information or assistance, please contact us on 01952 387580 or email [a2153@taw.org.uk](mailto:a2153@taw.org.uk)



**Classroom Teacher**  
**(ECTs welcome to apply)**  
**Main Pay Scale (M1 – M6)**  
**Required from September 2025**

We are looking to appoint an outstanding classroom teacher to join our team as we work on moving our school from good to outstanding – nothing less than our pupils deserve.

**You will bring us:**

- A clear educational vision which results in the best possible outcomes for children.
- A strong pedagogy.
- Outstanding classroom practice.
- Ability to participate in managing change, building on the school's strengths.
- Inspire, challenge, motivate and empower support staff working in the classroom.

**In return, we offer you:**

- A strong school ethos that encourages positive attitudes to learning and behaviour.
- Strong relationships across and throughout the school.
- A professional, enthusiastic and supportive team of staff with the drive and determination to raise pupil achievement.

- A committed and pro-active Governing Body and a school that works in partnership with other schools and the wider community.
- Continued professional development which will support you in achieving your next professional goals.

**Visits to the school are encouraged. Please contact the school on 01952 387580 to arrange a visit.**

**Closing date for applications – Monday 24<sup>th</sup> February 2025 at 4pm.**

**Interviews will be held week commencing Monday 10<sup>th</sup> March 2025.**

Candidates who are shortlisted and called to interview will be required to take part in a formal interview process and participate in a teaching observation.

Application packs may be obtained from the school office and completed forms must be submitted to the School Business Manager, Miss. Amy Pearson at [a2153@taw.org.uk](mailto:a2153@taw.org.uk)

Sorry but CV's will not be accepted.

## Classroom Teacher Job Description

In your position as classroom teacher, you will be working under the guidance and instruction of the Headteacher and members of the Senior Leadership Team to teach a class/group of pupils, a broad and balanced curriculum in line with the National Teacher Standards 2012, the National Curriculum and all school policies. You must also comply with all conditions of employment listed in the most recent School Teachers' Pay and Conditions Document.

Teachers must 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 always observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' wellbeing, 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.

### **1. Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect,
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions,
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **2. Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge,
- guide pupils to reflect on the progress they have made and their emerging needs,
- demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching,
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings,
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship,
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, demonstrate a clear understanding of systematic synthetic phonics,
- demonstrate a clear understanding of appropriate teaching strategies in early mathematics.

### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time,
- promote a love of learning and children's intellectual curiosity,
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired,
- reflect systematically on the effectiveness of lessons and approaches to teaching,
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively,
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these,
- demonstrate an awareness of the physical, social, and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development,
- have a clear understanding of the needs of all pupils, including those with special education needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements,
- make use of formative and summative assessment to secure pupils' progress,
- use relevant data to monitor progress, set targets, and plan subsequent lessons,
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school's behaviour and Child Protection policy, have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly,
- manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them,
- maintain good relationships with pupils, exercise appropriate authority, and act decisively, when necessary.

## **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school, in the community,
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support,
- deploy support staff effectively,
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues,
- communicate effectively with parents regarding pupils' achievements and well-being.

### **Social, Moral, Spiritual and Cultural Development**

To support the social, moral, spiritual, and cultural development of pupils in their class.

### **Literacy and Numeracy**

To support pupils in developing and 'applying a wide range of skills to great effect, in reading, writing, communication and learning'.

# School Organisation of Teaching Staff

Headteacher

Assistant Headteacher – Curriculum  
Leader

Assistant Headteacher – Curriculum  
Leader

TLR 2 – Reading

TLR 3 – RWI

TLR 2 – Writing (vacancy)

TLR 2 - Maths

TLR 2 - SENDCO

Classroom Teachers

Support Staff



Holmer Lake Primary School is situated on the eastern side of the Brookside estate and is in the south-eastern side of Telford. It is surrounded by homes on three sides, on the fourth side is the lake itself. There are approximately 240 children on roll, 50 percent of pupils are entitled to the Pupil Premium Grant.

The children enter school from a variety of socio-economic backgrounds and with a range of pre-school experiences. Many of the children starting reception have attended the local nursery or other pre-school facilities locally. A small number of children have had no pre-school provision.

The school currently consists of several classes and a range of rooms which can be used for small group work and other agency support. Outside, there is an outdoor classroom, gym and developed woodland area with a pond. The whole of the school is accessible.

In May 2023, OFSTED graded the school as:

|   |             |
|---|-------------|
| <b>Overall Effectiveness</b>                        | <b>Good</b> |
| <b>Effectiveness of Leadership and management</b>   | <b>Good</b> |
| <b>Quality of teaching, learning and assessment</b> | <b>Good</b> |
| <b>Personal development, behaviour and welfare</b>  | <b>Good</b> |
| <b>Outcomes for pupils</b>                          | <b>Good</b> |
| <b>Early Years provision</b>                        | <b>Good</b> |

Please click on the link below for the full report.

<https://files.ofsted.gov.uk/v1/file/50220056>