



Liverpool Diocesan Schools Trust



# St James CE Primary

Lyme Street, Haydock  
St Helens,  
Merseyside,  
WA11 0NL

[www.stjamesceprimary.co.uk](http://www.stjamesceprimary.co.uk)

Phone: 01744 678545

Fax: 01744 678546

Email: [stjameshaydock@ldst.org.uk](mailto:stjameshaydock@ldst.org.uk)

*Head: Mrs. J Holmes BSc Hons NPQH*

## Candidate Information Pack

### Teacher

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St James' House, 20 St James Road, Liverpool L1 7BY  
[ldst@liverpool.anglican.org](mailto:ldst@liverpool.anglican.org) | [www.ldst.org.uk](http://www.ldst.org.uk)



## **Our Trust Prayer**

We thank you, God of Love, for the gift of children,  
Bless the work of our Trust, that in all we do  
young people may grow in wisdom and stature,  
and so come  
to know you,  
to love you  
and to serve you  
as Jesus did.

We make this prayer in his name who is God  
with you and the Holy Spirit, now and forever.

Amen

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# About Liverpool Diocesan Schools Trust

## We believe

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools. The Liverpool Diocesan Schools Trust (LDST) has an important role to play in improving the attainment of pupils across the Diocesan region.

We believe that as a diocesan led Multi Academy Trust (MAT) we create stronger bonds of collaboration and cooperation, sharing good practice, addressing areas of weakness and offering increased opportunities for professional development.

## We are on a journey

We are on a journey to grow a Trust in which our schools will continue to thrive under the leadership of headteachers, supported and challenged by local governing bodies and accountable to the board of directors.

We are confident that this will be achieved whilst at the same time ensuring that all of our family of schools benefit from high levels of collaboration.

## These are the things we value

Our values are more than just a statement; they are the core principles that guide our decisions and actions. We arrived at our values through consultation, looking at both the account in Genesis 18 of the visit to Abraham of three angels and also particularly at the icon of this event painted by Andrei Rublev. Through this we identified the core values to our Trust:

- Collaboration
- Valuing the Local
- Valuing Difference
- Inclusion

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## About St James Ce Primary School

At St James' we are dedicated to providing and promoting a secure and stimulating learning environment where everybody feels safe and secure to attempt new challenges in life.

Our St James' family is committed to nurturing positive self-esteem and friendships that lead to a mutual respect for all.

Through developing a fun and enjoyable environment we will celebrate and value achievements of everybody.

Children will learn through a wide range of fun opportunities that encourage respect, dedication and perseverance.

We aim to prepare our children to make a positive contribution as they live in today's society.

Through encouraging honesty, trust and respect across our school community our children will be educationally, morally and spiritually equipped for their future lives.

By providing a rich, diverse and enjoyable curriculum, our children will gain the skills to live as valued members of the community.

We aim to foster a love and passion for life- long learning.

The desire for a healthy mind, body and spirit will be promoted and encouraged.

We will teach about the importance of physical exercise and a balanced diet. Individuality and independence will be encouraged by offering a broad and balanced creative and engaging curriculum.

Through God's love and guidance, we will foster the importance of making sensible life choices and how to deal with negative influences through life's journey.

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When celebrating differences, we will recognise that we are all unique and special in God's eyes. Our Christian ethos will nurture spiritual growth and self-esteem.

Together we will laugh, learn and live in a supportive and caring Christian family community where individual achievements from hard work are rewarded and celebrated with God's love.

## Job Description

**JOB TITLE:** Teacher

**GRADE:** Main Pay Scale or UPS

**DIRECTLY RESPONSIBLE TO:** HEAD TEACHER AND GOVERNORS

### **Main purpose of the job:**

- Be responsible for the learning and achievement of all pupils they teach ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### **Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school.

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**Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of English including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

**Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

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### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Other**

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- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the head teacher

**Note**

This job description is not a contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

This job description is intended to clarify the main duties and responsibilities of the post, but it is not intended to be an exhaustive list of all the tasks undertaken by the post. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.

Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Further Safeguarding policies can be found on St James CE Primary website.

Candidates should also refer to 'Guidance for safer working practice for those working with children and young people in education settings' which can be found by following the link -

<https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

Appointment to this post is subject to a satisfactory enhanced DBS check, 2 satisfactory references, and verification of qualifications.

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# Person Specification

**E = ESSENTIAL**
**D = DESIRABLE**

## A. QUALIFICATIONS, TRAINING AND EXPERIENCE

	<b>Essential/Desirable</b>	<b>Evidence</b>
Qualified teacher status	E	Application
Degree	D	Application
Recent participation and contribution to a range of relevant training	E	Application
Experience of successful teaching	E	Application/Interview/Reference
Experience of working with staff to raise standards/quality of teaching	E	Application/Interview/Reference
Experience of developing opportunities to support education beyond the core curriculum	E	Application/Interview/Reference
Willingness to participate in and contribute to relevant training and development opportunities	E	Application/Interview/Reference

## B. SKILLS

	<b>Essential/Desirable</b>	<b>Evidence</b>
Ability to teach to achieve high learning expectations and outcomes	E	Application/Interview/Reference
Ability to work and contribute within a team environment	E	Application/Interview/Reference
Ability to build and maintain effective working relationships with all pupils, parents, colleagues and external agencies.	E	Application/Interview/Reference
Ability to promote a positive ethos for the school and the key stage	E	Application/Interview/Reference
Ability to plan and monitor progress effectively for improvement	E	Application/Interview/Reference
Ability to use assessment data to impact on standards	E	Application/Interview/Reference
Ability to adapt own approach in accordance with pupil and staff needs	E	Application/Interview/Reference

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Excellent personal numeracy, literacy, and ICT skills	E	Application/Interview/Reference
Ability to manage situations and apply school policy	E	Application/Interview/Reference
Ability to use information technology to support teaching and promote learning	E	Application/Interview/Reference
An ability to fulfil all spoken aspects of the role with confidence through the medium of English	E	Interview

### C. PERSONAL KNOWLEDGE AND UNDERSTANDING

Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the role:

	<b>Essential/Desirable</b>	<b>Evidence</b>
Understanding of effective learning approaches	E	Application/Interview/Reference
Understanding of principles of child development, learning styles	E	Application/Interview/Reference
Working knowledge of relevant policies, implications of recent reports	E	Application/Interview/Reference
Understanding of inclusion, especially within a school setting	E	Application/Interview/Reference
Experience of successful resources deployment	E	Application/Interview/Reference
Knowledge, understanding and application of Christian Church Values	D	Application/Interview/Reference

### D. PERSONAL ATTRIBUTES

Applicants should be able to demonstrate a good ability in the following areas relevant to the phase:

	<b>Essential/Desirable</b>	<b>Evidence</b>
To be an effective team player that contributes to the staff team.	E	Application/Interview/Reference
To evaluate own teaching for improvement.	E	Application/Interview/Reference
To seek appropriately and act on advice.	E	Application/Interview/Reference

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To be consistent in response to children and adults promoting appropriate relationships (e.g. behaviour management, parent relationships)	E	Application/Interview/Reference
To be well organized in time management and paperwork.	E	Application/Interview/Reference
To be an effective communicator with pupils, staff and other adults (appropriately in writing and appropriately verbally).	E	Application/Interview/Reference
To have flair, enthusiasm and commitment; demonstrating this within the classroom and wider school community.	E	Application/Interview/Reference
Willingness to participate in school extracurricular activities e.g. PTA, after school clubs etc.	E	Application/Interview/Reference
Commitment to church and/or school community.	E	Application//Interview/Reference

Training and Qualifications	Essential/ Desirable	Evidence
At least NVQ level 3 or equivalent in relevant discipline	E	A
Appropriate ICT qualification	D	A
Evidence of participating in professional development or study relevant to qualifications	D	A
Knowledge	Essential/ Desirable	Evidence
Proven experience of undertaking a wide range of clerical and admin duties	E	A,I
Knowledge and ideally experience of working with school financial systems and school information system (SIMS/FMS)	D	A,I
Experience of updating websites, Apps, other information technology communications	E	A,I
Knowledge of financial, personnel, health and safeguarding regulations and procedures	E	A,I
Knowledge of Microsoft office and databases	E	A,I,T
Personal Skills & Attributes	Essential/ Desirable	Evidence
ICT and keyboard skills	E	A
Excellent written and verbal communication skills	E	A
Ability to prioritise work load and problem solve effectively	E	I,R
Ability to work effectively with minimal supervision	E	R
Experience of maintaining and reconciling financial records	D	A,I
Excellent communication skills; ability to communicate with a wide range of audiences including colleagues, visitors, parents,	E	A,I,T

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governors and children to fulfil all spoken aspects of the role with confidence through the median of English		
<b>Experience</b>	<b>Essential/ Desirable</b>	<b>Evidence</b>
Proven Experience as an Administrative Officer	E	A,I
Experience of working with children	D	A,I
Experience with office management software	E	A, I
Evidence of cash handling, banking and maintaining accurately records	E	A,I,T
<b>Professional Values &amp; Practice</b>		
Ability to understand, build and maintain successful relationships with all stakeholders, treat them consistently with respect and understanding	E	A,I,R
Ability to work effectively within a team environment, understanding office roles and responsibilities and school life	E	A,I,R
Respect the need for confidentiality and data protection	E	A,I,R
An ability to plan, prioritise and organise workload	E	A,I,R
Ability to keep up to date with manual and computerised records, including data input and retrieval	E	A,I,R
Willingness to learn from others and share good practice	E	A,I,R
Ability to promote a positive ethos and promote a positive attitude as a role model following the school ethos and Christian values.	E	A,I,R
Willingness to participate in relevant training and development opportunities	E	A,I

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# How to Apply

## Application Process

The application process for this role is a 3 stage process:

- Application form
- Lesson Observation
- Interview

To be considered for this role you must complete the LDST application form. We are unable to accept CV applications, or applications from agencies.

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to submit your completed application form, please email [moira.winstanley@ldst.org.uk](mailto:moira.winstanley@ldst.org.uk) or contact the School Office on 01744 678545.

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role, if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas, outside the EEA, are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

**Closing Date: Wednesday 21<sup>st</sup> April 2021 Noon**

**Shortlisting: Friday 23<sup>rd</sup> April 2021**

**Lesson Observations Tuesday 27<sup>th</sup> April and Wednesday 28<sup>th</sup> April 2021**

**Interview Date: Tuesday 4<sup>th</sup> May 2021**

**Start Date of Post: Wednesday 1<sup>st</sup> September 2021**

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