



ROECROFT
Lower School

Class Teacher (Maternity Cover)

APPLICATION PACK



Roecroft Lower School, Buttercup Road, Stotfold, Herts, SG5 4PF
Website: www.roecroftlower.co.uk Email: admin@roecroft.co.uk



University of
Bedfordshire



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Values-based Education
IVET Quality Mark

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Dear Applicant

Thank you for expressing an interest in our current vacancy. Roecroft Lower School is a truly unique and exceptional, values-based school. You would be welcomed into a school that is filled with joy and offers a vibrant, well-resourced, and friendly learning environment. Both staff and children are supported to develop and achieve their full potential. The team here at Roecroft Lower School is supportive, hardworking, and committed to their careers and passionate about the work they do.

We are looking for a driven, passionate and caring teacher to join our team from February 2026.

We have collated this application pack to provide you with all the information you need to enable you to apply for this role.

We would encourage you to visit our school to meet some of the staff and get a feel for what we do and how we run.

If you would like any further information or would like to make an appointment to visit the school, in the first instance please contact:

Mrs Jo Lamb

admin@roecroft.co.uk

Telephone: 01462 730336

Our website has a wealth of information, so please visit the site www.roecroftlower.co.uk as you may find answers to your questions there.

We look forward to receiving your application.



Mrs Hollie Cross
Headteacher

ETHOS AND MISSION STATEMENT

The ethos and aims of Roecroft Lower School are underpinned by an embedded belief in the teaching of a Values Based Education. Children are given the opportunity to thrive and enjoy their learning in a safe and supportive environment.

We believe our school is a unique place to work and learn. It has an individual identity that combines traditional values with a modern, vibrant vision. Ensuring our children are prepared for their futures and ready to tackle the next stage of their education with a courageous and respectful attitude. Moving into adulthood to become motivated citizens in the wider world.

Children and their families lie at the heart of this successful school. Staff bring a breadth and depth of professional knowledge and encourage a learning culture with a strong ethos of inclusion. Striving to ensure all children hit their potential whatever their starting point.

"Together, creating a better future for our children"

Staff annual professional learning and development model for RLS

INSET days: Are a valued part of the school year and help to build on excellent practice by retraining in certain areas, introducing new systems, and spending time in our teams and classrooms. On occasion, over the school year, evening events do make up part of INSET sessions, this is adjusted accordingly.

Performance management and career progression: All staff attend 1:1 PM meetings. Our school values, development priorities and personal professional needs drive this discussion. Staff are all encouraged to take pride in their careers and be passionate about their career development and progress.

Formal meetings and shared time for staff: Every Monday/Wednesday time is allocated to staff after school hours to address either specific training needs or to dedicate time to specific tasks across year groups. Monday is an LSA and teaching staff meeting and Wednesday is Teaching staff.

Meetings, training sessions and INSETS over the year vary in content and are designed to fit the needs of both the whole school development plan and the needs of the staff's professional and personal development.

The sharing of whole school information and systems – ensuring all staff are aware and consistency is applied

Use of email: Email is considered the quickest way to communicate and both teachers and LSA teams have shared how they don't mind information being sent to them via email, this includes a request for training slides to be shared with all staff. This approach ensures consistency and avoids misinformation being shared.

Team building and time together: School days are busy, and I am hopeful that relationships between colleagues can be formed during times spent together in meeting sessions and during the quieter times of the day, such as lunches and breaks. Being such a large team, it can be challenging to organise events out together that all staff can attend, annually we will host an event in school that everyone can attend and that helps bring together the school staff community, this will also be inclusive of children and partners.

Briefings and calendar dates: A weekly briefing is held every Friday before school starts, during these sessions calendar dates and event details are shared, this is collated and emailed out to all staff. In addition, the whole school calendar is on display for the whole staff in the main staff room.

The above is used to create a balance when considering staff wellbeing and workload. At certain points in a school year workload can increase or can become more challenging. It is at these points that SLT will ensure we reduce meetings and emails where possible. This allows staff to have more time to fulfil their daily roles with the children and families, or to leave work earlier and value time at home away from the workplace. These times are considered wellbeing breaks and are a necessary part of school life.

JOB DESCRIPTION

JOB TITLE: Class Teacher (Maternity cover with scope to extend)

LINE MANAGER: Headteacher

RESPONSIBLE FOR: Classroom support staff

This job description is based on Annex 1 of the Teachers' Standards 2017.

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

Part One: Teaching

A teacher must:

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;
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
 - guide pupils to reflect on the progress they have made and their emerging needs;
 - demonstrate knowledge and understanding of how pupils learn and how this 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 subjects taught in a lower school, foster and maintain pupils' interest, 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 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 know 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 educational 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 the school, in accordance with the school's behaviour 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, in line with the school's Positive Behaviour Policy;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order 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;
- 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 with regard to pupils' achievements and wellbeing.

Part Two: Personal and Professional Conduct

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.
 - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSON SPECIFICATION

Class Teacher

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status. • Degree level qualification • Willingness to undertake CPD • Previous experience working in a lower or primary school 	<ul style="list-style-type: none"> • Previous experience of Upper Key Stage 1 and/or Key Stage 2 • Previous experience working in partnership with parents • Experience of leading a subject area
Knowledge and skills	<ul style="list-style-type: none"> • Sound understanding of the primary curriculum • Excellent behaviour management skills • Excellent inter-personal skills • Ability to work as part of a team • Excellent planning and organisational skills • An understanding of the importance of parental involvement • Effective oral and written communication skills • Knowledge of key performance indicators and the ability to use them to monitor progress • Awareness of the needs of children who speak English as an additional language or have SEN • Experience of teaching phonics • An understanding of how a pupil's learning is affected by their intellectual, emotional and social development, and the stages of child development 	<ul style="list-style-type: none"> • Experience working as part of a team • First aid skills • Experience working with children who have SEND • Experience of the processes involved in identifying and seeking support for children with SEND (or aspirations to do this) • Experience working with children who have behavioural problems • Experience working with children who speak English as an additional language • Experience of teaching Read Write Inc • A desire to lead a subject.
Personal qualities	<ul style="list-style-type: none"> • Committed to teaching • Supportive of colleagues • Good attendance and punctuality • Good sense of humour • Pro-active in the working environment • A flexible approach • Ability to anticipate workload and plan ahead • Ability to develop effective relationships with parents • Ability to encourage and enable others to reach their full potential • Reflective and able to take on feedback 	

HOW TO APPLY

Please complete your application via the link below to MyNewTerm
www.mynewterm.com/school/Roecroft-Lower-School/109484

If you are short-listed, we will seek references prior to interview and may contact previous employers for information or to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at the interview.

Sorry, but we are not able to accept CVs.

Closing date: Midday, Wednesday 3rd December 2025

Interview date: Wednesday 10th December 2025

Start date: February 2026

Roecroft Lower School is committed to the safeguarding of children and we adopt recruitment procedures that promote the safety and well-being of children. All posts are subject to Enhanced DBS clearance. In line with recommendations outlined in KCSIE September 2024, we will be completing an online search as part of our due diligence for shortlisted candidates.

We welcome visits to the school, so please contact the school office via admin@roecroft.co.uk to book a visit.

If you are invited for interview, you will receive communication via MyNewTerm explaining the date and time of interview and detailing what you need to bring with you. The interview process may include a skills test. For teaching posts, you will be asked to demonstrate your teaching skills. Please check the interview arrangements carefully to make sure you understand the selection process.

It is our policy to contact every applicant of the outcome of his or her application.

Any offer of employment will be conditional upon:

- Verification of right to work in the United Kingdom;
- Receipt of at least two satisfactory references;
- Verification of identity and qualifications;
- Satisfactory Enhanced DBS disclosure;
- Verification of professional status such as QTS, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

You should be aware that provision of false information including information relating to health and qualifications is an offence and could result in your application being rejected or summary dismissal if you have been selected.