

Class Teacher with TLR3 Maths Leadership Application Pack

Principal's Welcome

We hope that you get a sense of the passion and energy here at Hovingham, our vision is a simple one *'to give our children the best experiences we can'*, it is this purpose which motivates everything we do at Hovingham.

At Hovingham our values permeate through everything we do, they are our guide, which makes Hovingham a special place to work. Many visitors comment on the 'feel' of Hovingham; welcoming, warm, where relationships are valued and nurtured.

There are many wonderful aspects to working at Hovingham, but one which I feel incredibly privileged to be part of is the team of dedicated, vibrant, diverse and caring people who are all willing to go the extra mile, overcome challenges and strive for success for our children – the most important people in our school!

We are on an ambitious school improvement journey and we are determined, proud and striving to be a great school. One of our values is perseverance, we never give up, we remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes!

We have recently joined Owlcotes Multi Academy Trust which marks a significant and positive step forward for our school community. The relationship between Hovingham and Owlcotes MAT is built on shared values, mutual respect and a strong commitment to improving outcomes for all children. Owlcotes MAT brings a wealth of expertise, collaborative spirit and a proven track record of school improvement, which aligns perfectly with Hovingham's vision for inclusive, high-quality education.

We are looking for teachers who can continue to take our school forward and be part of something extraordinary. To be part of Team Hovingham, you need a sense of humour, passion, energy, and drive – the rest Team Hovingham will immerse you in!

If you're inspired and motivated by the opportunities and challenges at Hovingham, then we would very much welcome an application from you.

Good luck with your application.



Kellie Halliday
Principal

About Hovingham

At Hovingham, we have a very clear plan for improving our school and getting back on track. We are focused and clear on our core purpose, our vision and our values. This focus has provided the direction for our school improvement.

Hovingham's Curriculum Intent

What motivates us?

→

Our Purpose

To give our children the best experiences we can

Our values permeate throughout our curriculum

Everyone is encouraged to live through these values. Our values guide us in all that we do.

Our values to guide us

Respect

Our driving value which underpins our code of conduct for behaviour. Being Ready, Respectful and Safe are the expected behaviours and actions of all and shape our nurturing culture.

Perseverance

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Tolerance

We always respect see different perspectives, we act with humanity and celebrate individuality and diversity to bring us together as a community. We do not shy away from tackling the stubborn tensions created by unawareness.

Creativity

Gives values to our intelligence and our talents, it puts our imaginations to work, we have the opportunity to be creative, create new possibilities, be flexible, adaptive and lively. We recognise creativity as being one of the most critical skills for future generations if children and teachers.

At Hovingham our curriculum rationale for why we teach, how we teach and what we teach, is influenced by what we know our children need to be successful now and in their futures.

The curriculum we have designed for our school is the curriculum our children need to be successful.

Our curriculum intent is driven by what we believe our children need to be successful, what we believe is right for our children, what we and what we want our curriculum to achieve for children by the end of year 6.

To feel a sense of belonging & connection

We want our children to develop a sense of belonging and connection to our school, our community, our city of Leeds and our county of Yorkshire so that they know how to build strong relationships with themselves, others and their environment.

To know how to navigate through modern Britain

We want our children to develop personally and grow into great citizens with real life experiences, rooted in knowledge and understanding of British values and cultures so that they know how to keep themselves mentally and physically happy and safe.

To read to learn

We want our children to read to learn so that they can enhance their cultural capital and learn across the wider curriculum, which in turn will lay the foundations for future educational success and

To feel represented & equal

We want our children to develop tolerance so that they know how to respect and celebrate diversity and promote equality in all aspects of their life.

To become confident communicators

We want our children to be good communicators because so much of life success depends on being a good communicator, at the important of developing oracy is pertinent because of the various educational starting points of our children.

Class Teacher

Job Profile

Purpose of the Role:

Facilitate and encourage learning which enables students to achieve high standards; share and support the corporate responsibility for the well-being, education and discipline of all children.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. You will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

Key Responsibilities:

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS4 and post-16 courses

The Way We Matter at Hovingham

Our Culture Code

Introduction

At Hovingham, **relationships** are at the heart of everything we do. We believe that when children and adults feel **safe, seen, and valued**, they thrive—not just academically, but emotionally and socially. Our Culture Code, *The Way We Matter*, is a shared commitment to building a school culture rooted in **care, consistency, and high expectations**.

This code is more than a set of guidelines—it's a reflection of our values:

- **Respect** – treating everyone with dignity and kindness
- **Tolerance** – embracing difference and promoting inclusion
- **Creativity** – encouraging innovation, imagination, and problem-solving
- **Perseverance** – showing resilience, determination, and hope

Our Culture Code defines *how we do things here*. It captures the behaviours, attitudes, and shared understandings that make Hovingham unique. It's not just about policies—it's about the lived experience of being part of our school community.

It will:

- Align our daily actions with our values and vision
- Support consistency and clarity across the school
- Help new staff integrate into our culture
- Guide decision-making and professional reflection
- Celebrate what makes Hovingham special and unique

We talk a lot about a sense of belonging and a sense of **mattering**—and it's important to understand the difference:

- **Belonging** means feeling accepted and included. It's knowing that you're part of the team.
- **Mattering** means feeling important. It's knowing your presence, voice, and actions make a difference towards something bigger than yourself.

At Hovingham, we strive to ensure that every child and adult not only feels they **belong**—but that they **matter**. This means recognising individual strengths, listening deeply, and creating space for everyone to contribute meaningfully.

How Will the Culture Code Be Used?

The Way We Matter will be embedded in:

- **Staff Induction** – to welcome and orient new team members
- **Professional Development** – to guide reflection and growth
- **Daily Practice** – as a touchstone for behaviour, relationships, and decision-making

It will also be visible in shared spaces, referenced in meetings, and celebrated in our successes.

Relationships with Children

We said we would... because every child deserves to have the best experiences, we can give them.

We own this by:

- Creating a safe, happy, and emotionally supportive environment
- Modelling 'The Hovingham Way' through consistent, respectful behaviour
- Building strong, trusting relationships through clear routines and warm presence
- Supporting emotional development with compassion and guidance
- Championing inclusion and diversity, especially for children with complex SEND
- Adapting our approaches to meet individual needs and never underestimating potential
- Fostering a growth mindset—embracing mistakes and nurturing resilience
- Encouraging independence, confidence, and problem-solving
- Using shared experiences to build belonging and community

Relationships with Each Other

We said we would... because strong teams create strong outcomes and experiences for children.

We own this by:

- Being ready, adaptable, and committed to professional growth
- Collaborating openly—sharing ideas and supporting one another
- Showing resilience—seeing barriers as opportunities
- Welcoming new team members with kindness and shared purpose

Relationships with Our Space

We said we would... because our spaces reflect our values and help children feel they belong.

We own this by:

- Ensuring safe, inclusive, and welcoming spaces throughout the day
- Promoting care and respect through well-maintained facilities and purposeful routines
- Using high-quality resources that reflect our curriculum, community, and vision
- Working as a team to inspire pride and belonging in our shared spaces

Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.

Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

Safeguarding

- Maintain a child centered approach to safeguarding.
- Comply with Hovingham's 4 RS for safeguarding
- Be professionally curious.
- Update annual safeguarding training, as outlined in KCSiE

TLR3: Maths Leadership Project (Fixed Term – 1 Year)

Purpose of the Role

To lead and deliver a clearly defined, time-limited Maths improvement project across the primary phase, supporting the school's core purpose of providing the highest quality educational experiences so that all pupils leave as confident, resilient and articulate learners.

Key Responsibilities

- To identify precise priorities for improvement in Mathematics through rigorous analysis of attainment, progress data, work scrutiny and pupil voice.
- To design, implement and drive an evidence-informed Maths action plan with clearly defined milestones, success criteria and measurable outcomes.
- To model and promote consistently high standards of teaching and learning in Maths, in line with school and Trust expectations.
- To support the professional development of staff through coaching, team teaching, modelling and the sharing of best practice.
- To promote a culture of high expectations, resilience and perseverance in Maths, reflecting the school's belief that all pupils can succeed through effort and determination.
- To ensure Maths provision is inclusive, enabling all pupils, regardless of starting point, to access learning through adaptive teaching and creative approaches that celebrate diversity and individuality.
- To contribute to the school's positive behaviour culture, reinforcing expectations that pupils are ready, respectful and safe in their learning.
- To monitor the quality of Maths provision through lesson visits, work scrutiny and assessment analysis, providing clear feedback to leaders and staff.
- To work in partnership with senior leaders and, where appropriate, colleagues across the Trust to ensure alignment and consistency.

Accountability and Impact

- Demonstrable improvement in pupil attainment and progress in Mathematics across the primary phase.
- Increased consistency and quality of teaching, aligned with agreed pedagogical approaches.
- Improved staff subject knowledge, confidence and practice in the teaching of Maths.
- Increased pupil engagement, confidence and independence as learners in Maths.
- Clear evaluation of impact using a range of evidence, including data, monitoring activities and pupil voice.
- Completion of a final written report summarising the impact of the project and providing recommendations for sustaining improvements in line with school and Trust priorities.

Class Teacher

Person Specification

This person specification outlines the key skills, knowledge, experience and behavior required to deliver this job profile and be the right fit within a high performing team.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Teaching Certificate Evidence of CPD 	<ul style="list-style-type: none"> Degree Relevant post graduate certificate
Experience	<ul style="list-style-type: none"> Recent experience in relevant KS. Planning and delivering the curriculum in relevant KS. 	<ul style="list-style-type: none"> Teaching in more than 1 school. KS1 experience
Knowledge	<ul style="list-style-type: none"> A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post. Knowledge and experience of managing behavior. 	
Personal Qualities	<ul style="list-style-type: none"> Ability to relate to and build relationships with pupils, parents and other members of the school community. Enthusiasm and commitment to the aims and objectives of the school. Good communication skills. 	<ul style="list-style-type: none"> Willingness to participate fully in school activities.
Self-Management	<ul style="list-style-type: none"> Achieving challenging professional goals. Prioritising work. Working to deadlines. 	
Attributes	<ul style="list-style-type: none"> Personal impact and presence. Self-confidence. Resilience in challenging and changing environment. 	
Safeguarding	<ul style="list-style-type: none"> Comply with statutory guidance as outlined in DfE KCSiE and LA Child Protection policy. Maintain a child-centered approach to safeguarding. Be professional curious Safeguard children's wellbeing and maintain public trust in the teaching 	Read and understood KCsiE Up to date safeguarding and child protection training.

	profession as part of your professional duties.	
promoting the welfare of children	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working with challenging behaviours; and attitudes to use of authority and maintaining discipline. 	

Safeguarding

Hovingham Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- **References**

As part of safer recruitment, we are required to ask for two references. One of which must be your current employer and if working in a school, must be your Headteacher. If, currently, you are not working with children, please ensure one of your references is from a previous employer where the role involved working with children.

- **Application Form**

The form must be completed fully in accordance with the application form instructions. The presentation of the form and the supporting statement will form part of the assessment of communication skills. Ensure the application form is fully completed with no employment gaps.

- **Appointment**

Appointment will be conditional pending satisfactory pre-employment checks which include: – health, identity, relevant work qualifications, an online check (inc social media), right to work in the UK and an enhanced DBS check.

How to Apply

Please complete the teacher application form via MyNewTerm.com

Along with the form can you also submit a **handwritten letter addressed to the children** at Hovingham outlining why Hovingham? and why now?

We welcome visits to school prior to application, to arrange please email:

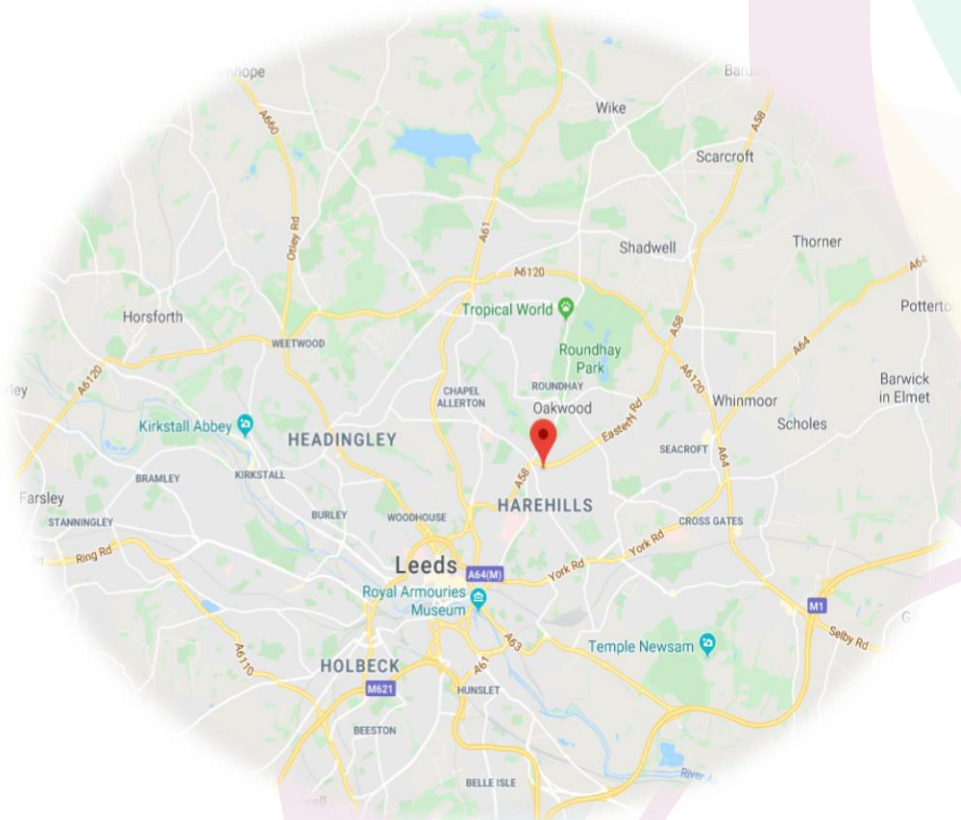
recruitment@hovingham.org

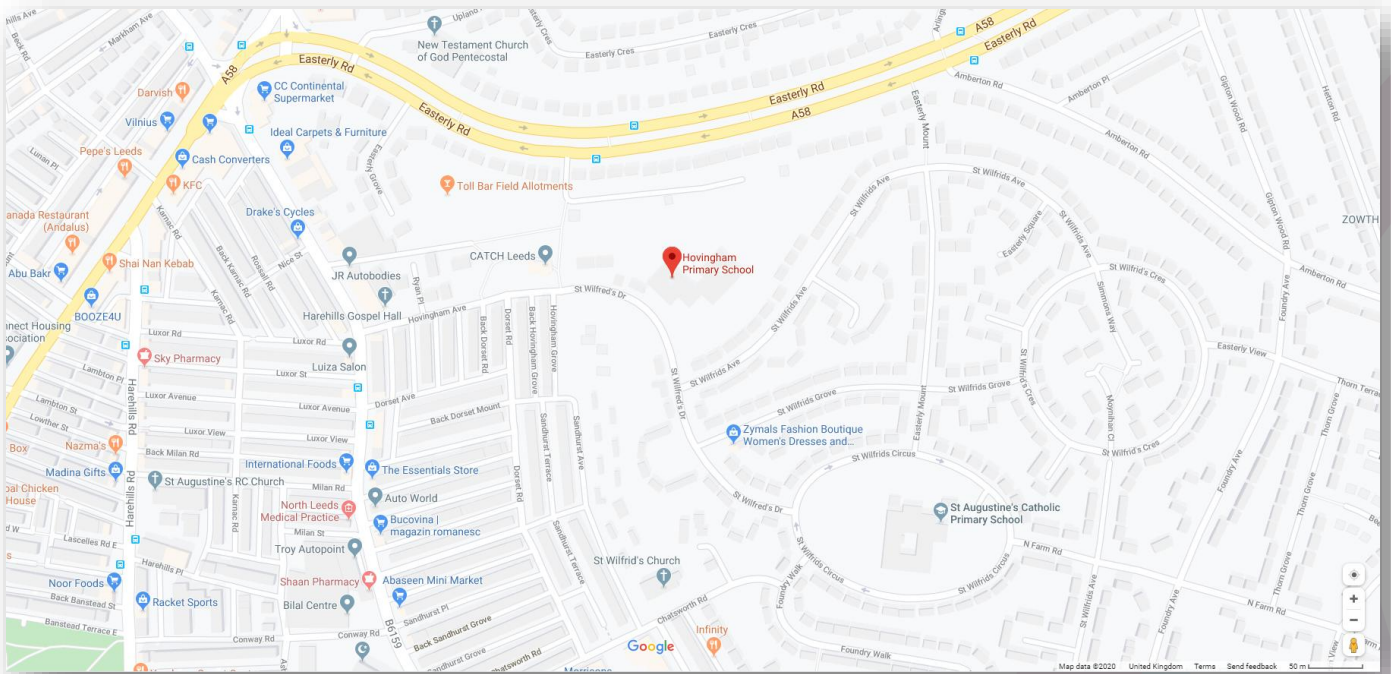
Closing Date

- Closing date for applications is 12 noon on Friday 26th June 2026
- Interviews will take place on Friday 3rd July 2026

We are Located Here

Hovingham Avenue, Harehills, Leeds LS8 3QY





Useful Information

For information about school:

www.hovingham.leeds.sch.uk

For information about safeguarding in Leeds:

www.leeds.gov.uk/childfriendlyleeds
www.leedsscp.org.uk

For general information about Leeds:

www.leeds.gov.uk

For information about Yorkshire:

www.yorkshire.com