

RECRUITMENT BOOKLET FOR

TEACHER



0113 378 3040

www.carltonprimaryschool.co.uk

office@carltonprimaryschool.co.uk

Teacher Vacancy

Post:	Teacher
Start Date:	20th April 2026/ASAP
Pay scale and salary:	M3- M6 (this post is not suitable for ECTs)
Contract Type:	Permanent
Hours of work:	Full time

Join Our Team at Carlton Primary School!

We are excited to announce an opportunity for an enthusiastic and passionate teacher who prioritise children's development and well-being in their practice.

We are seeking an individual with a positive outlook and a commitment to delivering high-quality teaching. As part of our dynamic and welcoming team, you will inspire and motivate children to strive for success while fostering an engaging and supportive learning environment.

We are looking for creative educators who are willing to innovate and take well-supported risks to achieve the best possible outcomes for our children. A confident and reflective practitioner who goes the extra mile for our students will thrive in our school community.

In the first instance, the teaching post will be within a KS2 class but experience and preference would be taken into account for future years.

About Us

Carlton Primary School is a 1.5 entry primary school located on the border of South Leeds and Wakefield. We serve a close-knit community in Carlton and Rothwell, with approximately 12% of our children eligible for Pupil Premium funding. Our school embodies an atmosphere of warmth, nurture, and high aspirations, where every individual is valued. Our mission is to ensure that every day, every lesson, and every interaction provides the children of Carlton Primary School with the highest level of care and education.

Our Curriculum

Through a variety of engaging approaches, including theme days, educational visits, practical experiences, and outdoor learning, our teachers plan activities that stimulate children's learning while enriching the curriculum creatively. Ofsted 2025 praised our innovative curriculum, stating: "Leaders have designed a curriculum that inspires pupils to learn... Pupils benefit from engaging lessons... Pupils are immersed in creative ways of learning."

We teach children to be effective, independent learners, encouraging them to develop resilience, embrace challenges, and cultivate a lifelong love of learning. We believe that every child can learn and grow, and we provide appropriate challenges to enable all students to progress in a language-rich environment.

Why Work at Carlton?

- **Supportive Leadership:** Our dedicated leadership team is committed to your professional development while promoting a positive work-life balance.
- **Inspiring Students:** Work with fantastic children who are eager to be inspired.
- **Collaborative Staff:** Join a friendly, welcoming team that works well together.
- **Engaged Families:** Work with supportive families who are eager to collaborate in their children's education.

What Makes Us Special?

- **Proud Staff:** 100% of staff reported feeling proud to be part of our school community.
- **Innovative Environment:** 100% of teaching staff agreed that leaders have created a climate in which teachers are trusted to take risks and innovate for the benefit of pupils.
- **Reduced Workload:** Ofsted 2025 noted that “staff are well trained and supported by leaders. The school’s collaborative approach has reduced workload for staff.”
- **Enhanced Wellbeing Offer:** Enjoy a comprehensive wellbeing package, including unlimited counselling, GP phone/video appointments, mindfulness workshops, physiotherapy, and more.
- **Supportive Leadership:** “Senior leaders are always available to support staff with any challenges. Leaders ensure staff are aware of their duties and implement support when necessary.” (Teacher, 2025)
- **Holistic Approach:** “I feel extremely proud to work at such an amazing school. The school has a holistic approach to ensure that all children achieve, with the well-being of pupils and staff at the forefront of their priorities.” (Learning Support Assistant 2025)

We are particularly keen to hear from candidates who have experience in leading subjects and who would be willing to bring and share their expertise with our team.

We strongly encourage prospective applicants to look around our school and will be holding show around appointments with our Headteacher, Mrs Brook, at the following times:

Friday 30th January at 1.30

Tuesday 3rd February at 9.30

Please contact the office on 0113 378 3040 or email office@carltonprimaryschool.co.uk to book in.

Closing date: Thursday 5th February 2026 at 9.00am.

Interview date: Monday 9th February.

Safeguarding Statement

Carlton Primary School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. Appointments made are subject to satisfactory references and an enhanced Disclosure and Barring Service check. If shortlisted, you will be required to disclose relevant information regarding criminal history and an on-line search will be conducted. This includes only information publicly available on-line.

We promote equality, diversity and inclusion and want a workforce which reflects the population of Leeds.

This role is based in the UK. Employment is conditional on confirmation of the right to work in the UK - either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply.

Job Description

Post Title Class Teacher	GRADE MPS
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Post(s) to which directly responsible Immediate line manager
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Post(s) for which directly responsible None

<p>Purpose of job</p> <p>To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.</p> <p>The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.</p>
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<p>Responsibilities</p> <p>Teaching and Managing Pupil Learning</p> <ul style="list-style-type: none"> • 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. <p>Planning and Setting Expectations/Pupil Achievement</p> <ul style="list-style-type: none"> • 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 Provision Maps. <p>Assessment and Evaluation</p> <ul style="list-style-type: none"> • 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 and EYFS.
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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.
- Respect for confidentiality of information concerning individual pupils and ability to use
- Discretion in circumstances of disclosure, reporting and disclosures or safeguarding concerns to the designated member of staff.

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.
- Implements and follows school's safeguarding and child protection policies and procedures.

Managing and Developing Staff and Other Adults

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

Managing Resources

- Select and make good use of ICT and other learning resources which enable teaching objectives to be met.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake other duties that are commensurate with the post

Relationships

- The postholder will be required to work flexibly to deliver an efficient service.
- There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers.

Economic conditions

Grade: MPS
Conditions of Service: Teachers Terms & Conditions apply

Physical Conditions

The post is currently based at Carlton Primary School.

This post is subject to an enhanced Disclose and Barring Service check.

The school operates a non-smoking policy.

Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

QUALIFICATIONS	Ess	Des	MOA
A recognised DfE teaching qualification	*		C
Completed induction certificate	*		C
Disclosure & Barring Service Certificate	*		C

SKILLS	Ess	Des	MOA
High level of written, oral and communication skills	*		A/I
Ability to communicate effectively orally and in writing to a range of audiences	*		A/I
High level of organisational and planning skills	*		A/I
An excellent classroom practitioner	*		A/I
Work effectively as part of a team, relating well to colleagues, pupils and parents	*		A/I
Ability to demonstrate a commitment to equality of opportunity for all pupils	*		A/I
Ability to investigate, solve problems and make decisions	*		A/I
Management of people and resources	*		A/I
Able to use own initiative and motivate others	*		A/I
Ability to demonstrate high level ICT skills in personal and educational situations	*		A/I
Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*		A/I
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*		A/I
Ability to offer expertise in a specific subject or area	*		A/I
Ability to teach across primary age range		*	A/I

Commitment to an involvement in extra-curricular activities.		*	A/I
Evidence of sharing in and contributing to the corporate life of the school.		*	A/I

KNOWLEDGE/PROFESSIONAL DEVELOPMENT	Ess	Des	MOA
Knowledge of current educational practice and issues	*		A/I
Evidence of continuing professional development	*		A/I
Take responsibility for their own professional development		*	A/I
Effective use of ICT to support learning	*		A/I
Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.	*		A/I
Full working knowledge of relevant policies/codes of practice/legislation	*		A/I
Knowledge of all phases of primary education (as appropriate)		*	A/I
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning	*		A/I

LEADERSHIP	Ess	Des	MOA
As the lead professional in the classroom show an ability to advise and support other staff	*		A/I
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support, devolving responsibilities and delegating tasks where appropriate	*		A/I
Plan, allocate, support and evaluate work undertaken by other staff in the classroom	*		A/I
Lead professional development through example and support		*	A/I

DISPOSITION AND ATTITUDE	Ess	Des	MOA
Positive and optimistic attitude towards school improvement and inclusion	*		I
Open-minded and receptive to new ideas, approaches and challenges	*		I
Places high priority on effective team working and works easily and comfortably in a team environment	*		I

Commitment to an involvement in extra-curricular activities.		*	I
Evidence of sharing in and contributing to the life of the school.		*	I

METHOD OF ASSESSMENT(MOA)	A = Application Form I = Interview C = Certificate
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Characteristics of the post:

The ability to regularly attend meetings as required by the Headteacher.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The employment checks are required:

- Evidence of entitlement to work in the U.K.
- Evidence of essential qualifications
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. a DBS Check

Disclosure of a Caution (this includes reprimands and final warnings)

Yes

Were you under the age of 18 when the caution was issued?
(This includes reprimands and final warnings)

No

Is the conviction for a specified offence**?

Yes

No

No

Is it 6 or more years since the caution was issued?

Yes

You should disclose the caution/s as part of the self-disclosure form if invited to interview.

Do Not Disclose

You should disclose the caution/s as part of the self-disclosure form if invited to interview.

**<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

Disclosure of a Conviction Please work this through for each conviction you have separately even if they were part of the same legal proceedings

*https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/535747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf

**<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

Is the conviction currently 'spent' under the Rehabilitation of Offenders Act 1974?

No

Yes

Is the conviction for a specified offence**?

Yes

No

Did you receive a custodial sentence or suspended custodial sentence as a result of the conviction?

Yes

No

Were you under the age of 18 at the time of the court decision?

Yes

No

Was the conviction more than 5 ½ years ago

No

Yes

You should disclose the conviction on the self-disclosure form if invited to interview.

Do Not Disclose

Was the conviction more than 11 years ago?

No

Yes

