

Oakhurst Community Primary School

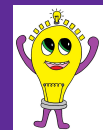


Recruitment Pack:

Teacher

Part Time (0.6) - Permanent - Main Scale

Trust >> Connect >> Collaborate



Thank you for your interest in joining our team. At Oakhurst, we are proud to be a welcoming, inclusive and ambitious school where children thrive both academically and personally. Our dedicated staff work together to create a nurturing environment that inspires curiosity, celebrates individuality and prepares every child for future success.

We are delighted you are considering becoming part of our community and look forward to sharing more about the values, opportunities and culture that make Oakhurst Community Primary School a special place to learn, work and grow.

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Grove Learning Trust (GLT)

Vision Statement



As one organisation, our vision for **Grove Learning Trust** is unapologetically bold.

We are all about **creating remarkable futures**. For our children, our people, our places of work, we want the very best. We know that strong connections will enable us to achieve our vision, in a world where purposeful collaboration, based on mutual respect and trust, helps us to achieve more together.

Headteacher's Welcome



Mrs. Lizzie Christopher

“There is something very special about Oakhurst, we are incredibly **proud** of our **school community** , our **inspirational staff** and **forward-thinking governors** who are committed to providing a nurturing and stimulating learning environment that empowers our students to reach their **full potential** .

Oakhurst Community Primary School is a vibrant school where the **children are at the heart of every decision** we make, ensuring that they are **happy** , **confident** and that the opportunities that are provided for them are relevant to their needs both now and in the future. Our dedicated team of teachers and support staff work tirelessly to create a **positive** and **inclusive atmosphere** where children feel **valued** , **respected** and **encouraged to grow** .

At Oakhurst, we believe that children should be curious about their learning. Through our **engaging curriculum** , we ensure that children can **foster a passion for learning** that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

We recognise the importance of **strong partnerships between school and home** , and we encourage parents and carers to actively participate in their child's education through regular communication, involvement in school activities and collaborative decision making. Together we can create a supportive network that ensure the success and well-being of our children.”

Oakhurst Community Primary School

Vision Statement



Our vision is for Oakhurst Community Primary School to:

- provide an environment where all children **achieve their potential** and prosper ;
- provide a rich knowledge-based curriculum;
- be at the **heart of the community** ;
- provide a wealth of learning opportunities for our children, our families and our staff;
- be recognised as a centre of excellence for teaching and
- learn from, and share our good practice with, the wider educational community.



The Oakhurst Values

Holding one shared vision.



Unity



Courage



Ambition



The Oakhurst Values



Unity



Unity is the state of being **united** or **joined as a whole** . At Oakhurst, we aim to build an environment in which the school community (pupils, staff, parents) works together, celebrating each others' differences, to become one team. We encourage everyone to work in harmony with one another, **accepting** and **appreciating** each other, **cooperating** on tasks and helping each other out. Our school is united as a community, and we join together for the **benefit of all** .



Courage



Courage is the ability to **face fear** . It takes courage to stand up for what you believe in. At Oakhurst we build the confidence of our school community, so that they have the courage to try new things, make **good decisions** , be **good citizens** , and achieve their potential. Courage is being able to face difficult situations. It is having the strength to be the best that we can be. Courage is doing what we know is the right thing, even when it is very difficult. Courage is having the **strength to persevere** when we are finding things challenging. If we show courage in our learning, we will achieve more.



Ambition



Ambition is the desire to do or **achieve** something. To achieve an ambition there must be **hope**, **purpose**, **intent**, and **determination** to succeed. Our Oakhurst curriculum is ambitious. It is based on the acquisition of knowledge and skills which are fundamental to learning and will enable children to be the best versions of themselves. We are ambitious for ourselves, but also for others. Our ambition gives us purpose and desire to create change in our society and the wider world. We encourage and nurture the aspirations of our pupils and staff ensuring that everyone can achieve their potential.

Inclusion Quality Mark (IQM)



During the 2024-25 academic year, Oakhurst Community Primary School successfully achieved the Inclusion Quality Mark status alongside a glowing report. Below, is an executive summary of the full report:



Award Outcome

- Successfully awarded the Inclusion Quality Mark.
- Recommended to pursue Centre of Excellence status.



School Strengths

- Core values Unity, Courage, Ambition embedded in daily practice.
- Strong, trauma-informed leadership and inclusive ethos.
- High-quality phonics teaching – 96% pass rate.
- Outstanding literacy provision and a beautifully curated library.
- Innovative Oakhurst Journals track progress for pupils with SEND.



Inclusive Teaching in Action

- Engaging, differentiated lessons observed across all year groups.
- Dedicated 1:1 support for complex needs within mainstream classrooms.
- Proactive use of regulation zones and flexible learning environments.



Curriculum and Learning

- Ambitious and inclusive curriculum.
- High engagement through adapted teaching and rich environments.
- Literacy excellence driven by the Deputy Head.



Wellbeing and Behaviour

- Whole-school Drawing & Talking sessions.
- Culture of restorative practice and emotional literacy.
- Celebrated work with young carers, SEMH support, and trauma-informed CPD.



Family and Community Links

- Parents describe the school as “outstanding”.
- Strong home-school communication.
- Rich local and global partnerships (e.g. Police, STEAM Museum, Women's Aid).



Next Steps

- Develop Wellbeing Ambassador programme.
- Expand use of community garden.
- Refresh metacognition and embed more ICT for vulnerable learners.
- Refine final stage of behaviour policy to align fully with inclusive ethos.

Valuing Your Wellbeing and Work-life Balance



At our school, we place a high importance on supporting staff wellbeing and ensuring a healthy work-life balance. We have carefully shaped our ways of working in-line with current research and evidence:

- **Feedback, not marking**

- We follow a Feedback Policy rather than a traditional 'Marking Policy'. Completing 'Whole Class Feedback Sheets' rather than marking every child's book individually ensures that feedback is meaningful and manageable, reducing unnecessary workload while maximising impact on learning.

- **Meetings with purpose**

- Staff meetings are held only when needed, not on a fixed weekly basis. This ensures that your time is valued and meetings are focused, relevant and productive.

- **Thoughtful planning**

- Our school diary is carefully composed to avoid unnecessary clashes and spikes in workload. We want staff to feel supported and able to plan ahead with confidence.

- **Curriculum ready to teach**

- With a well-developed and carefully planned curriculum already in place, teachers can focus on high-quality delivery rather than extensive written planning. This reduces unnecessary paperwork and allows more time for what matters most - working with children.

- **Professional growth and autonomy**

- Teachers have control of their own professional development through the *walkthroughs* platform. This allows colleagues to reflect, choose an area of focus and grow their practice in ways that are meaningful to them, with the full support of peers and leaders.

By taking these steps, we aim to create an environment where teachers can thrive professionally while maintaining a sustainable balance outside of school.



Job Description

Job Title	<i>Teacher</i>
Pay Scale	<i>MPS</i>
Term	<i>Fixed Term</i>
Line Manager	<i>Headteacher</i>

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions and Teachers' Standards documents. Adhere to the requirements of national, statutory guidance as well as policies and procedures agreed by the Governing Board of Oakhurst Community Primary School and Grove Learning Trust (GLT).

Main Duties and Activities

- **Implementation** : Take responsibility for planning and implementing agreed schemes of work for all children in the designated class, within the framework of statutory and recommended national and school policies.
- **Assessment** : Maintain assessment records and to report on children's progress to senior staff, parents and carers, in accordance with national and school policies.
- **Collaborate** : Manage additional adults who are deployed to work with the class and/or specific children with identified special educational needs and/or disabilities.
- **Safeguarding** : Safeguard children, adhering to the school's agreed staff handbook and safeguarding and child protection policies at all times.



Principal Accountabilities

- **Planning** : Plan, differentiate and provide feedback on children's work in accordance with national and school policies.
- **Curriculum** : Ensure that all children experience a broad, balanced and stimulating curriculum offer, in-line with agreed curriculum maps and statutory guidance.
- **Adapt** : Actively adapt teaching and learning experiences so that each child has the opportunity to make excellent progress and achieve standards that meet their full capability.
- **Support** : Ensure that all children, including those in identified contextual groups, make at least good academic progress and accelerated progress wherever possible.
- **Access** : Make appropriate educational provision for children with Special Educational Needs and Disabilities (SEND) and those learning English as an Additional Language (EAL), with support, where needed, from the SENDCo and support staff where necessary.
- **Independence** : Provide children with opportunities to manage their own learning (e.g. Assessment for Learning (AfL) and become independent learners.

- **Environment** : Create a secure, safe and stimulating classroom environment and maintain the highest standards of organisation, behaviour and discipline.
- **Visuals** : Maintain high standards of displays and working walls both inside of the classroom and in other areas of the school, in collaboration with colleagues.
- **Resourcing** : Arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and encourage children to become responsible for their own learning.
- **Planning** : Work collaboratively with colleagues to undertake medium and short-term planning and the implementation of agreed schemes of work.
- **Reporting** : Access children's progress, maintain records and provide written reports to parents and carers in accordance with school and national policies.
- **Communicate** : Communicate openly and clearly with parents, carers and external agencies about children's wellbeing and safety and their progress and attainment.
- **Promotion** : Ensure that school aims and objectives, in relation to the curriculum, equal opportunities, safeguarding and behaviour management are promoted in everyday classroom organisation and practice.
- **Liaison** : Liaise with school-based and other external professionals and support staff as required.
- **Direction** : Take responsibility for the management of other adults as described in the purpose of this post.
- **Growth** : Proactively research and undertake Continuing Professional Development (CPD) opportunities and participate actively in the school's arrangements for appraisal and performance management.

- **Flexibility** : Undertake any other reasonable and relevant duties in accordance with the changing and evolving needs of the school and its children.

Key Organisational Objectives

The post holder will contribute to the school's objectives in service delivery by:

- Enacting the agreed Health and Safety requirements deemed appropriate to the post and workplace.
- Ensuring compliance with Data Protection (DP) legislation.
- Operating within the school's Equal Opportunities (EO) framework.
- Following the agreed framework for safeguarding children.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

Special Conditions of Service

Due to the nature of the post, employees are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Employees are required to give details of any convictions on their application form and are expected to disclose such information.

As this post allows substantial access to children, employees are required to comply with our agreed procedures in relation to identity, qualifications, disqualification by association and enhanced DBS checks.

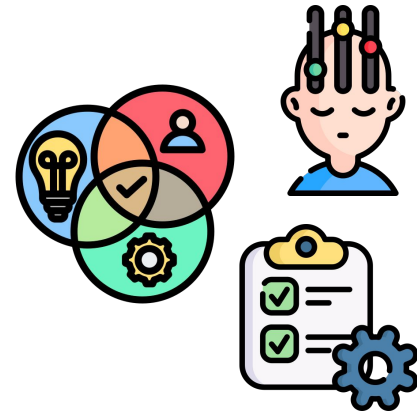


Person Specification

Candidates are required to write to the essential and desirable points in the Person Specification in their personal statement. This will be used to shortlist applicants fairly.

Those who are successful will be invited to an interview.

Personal statements must be no longer than 2 sides of A4.



Qualifications	Essential	Desirable
Qualified Teacher Status (QTS) and evidence of continuous professional development.	✓	
Safeguarding training (Level 1).		✓
Experience	Essential	Desirable
A track record of at least 'secure' teaching.	✓	
Previous experience of working in a school.	✓	
Understanding planning for monitoring and evaluating children's progress.	✓	
Supporting children with their behaviour and choices.	✓	
Evidence of consistently 'secure' teaching across the curriculum (<i>this is through feedback and monitoring</i>).		✓
Knowledge and Understanding	Essential	Desirable
Teaching and learning strategies that can be used to facilitate excellent progress for all children.	✓	
Effective behaviour management techniques.	✓	
The monitoring, assessment, recording and reporting of children's progress.	✓	
The National Curriculum (NC).	✓	
The statutory requirements concerning safeguarding and child protection.	✓	
End of Key Stage assessments.		✓
School Specific Needs	Essential	Desirable
Fully committed to the vision and values of an inclusive school.	✓	
Work flexibly to provide support to staff and children.	✓	
Committed to developing the school at the heart of the community; strengthening links within the local area.		✓
Aid promotion of the school at events.		✓

Skills	Essential	Desirable
Establish and develop close relationships with parents, governors and members of the local community.	✓	
Communicate effectively (both verbally and in writing) to a variety of audiences, including colleagues and children.	✓	
Create a happy, challenging and effective learning environment.	✓	
Able to lead a curriculum area.	✓	
Provide support and guidance to colleagues leading other areas of the curriculum within the school.		✓
Provide support and guidance to colleagues leading other areas of the curriculum from schools within Grove Learning Trust.		✓
Provide an extracurricular activity for a group of children from within the school.		✓

The Recruitment Process

Applications and Visits

We'd really like to meet you, show you around and introduce you to the children and staff. Visits can be arranged by contacting our school office team.

Telephone: **01793 734 754**

Email: admin@oakhurst.swindon.sch.uk

Accessing the Application Pack

You can apply for this position by:

- Accessing **My New Term** and searching for '*Swindon vacancies for Oakhurst Community primary School*'
- Accessing our school website: <https://www.oakhurst.swindon.sch.uk/Vacancies/>
- Speaking to a member of our school office team

Key Dates

Advert Opens:	05.06.2026
Advert Closes:	19.06.2026
Shortlisting:	19.06.2026
Interviews:	<i>To Be Confirmed</i>

Candidates who are successful at the shortlisting stage will be notified shortly after the closing date. Candidates who have not heard from us by this point should presume that their applications have not been successful on this occasion.

We reserve the right to interview prior to the closing date.

We will seek references for all shortlisted candidates prior to the interview and, in-line with guidance in Keeping Children Safe in Education.

Online checks will also be made of shortlisted candidates.

Safeguarding, Equal Opportunities and Data Protection

Safeguarding

We are committed to safeguarding and promoting the welfare of all children. We expect all candidates to share this commitment. The successful candidate(s) will be expected to undertake an enhanced Disclosure and Barring Service (DBS) check and relevant identity, qualification and disqualification by association checks before a formal offer is made, contracting is undertaken and induction commences within our school.

For further details about safeguarding, please visit our school website:

<https://www.oakhurst.swindon.sch.uk/Safeguarding/>

Equal Opportunities

We are an equal opportunities employer and welcome applications from all suitably qualified persons regardless of their race, sex, disability, religion/belief, sexual orientation or age.

Data Protection Privacy Notice

As part of the recruitment process, we collect and process personal data relating to job applicants. We are committed to being transparent about how we collect and use that data and to meeting data protection obligations.

For further information on how we collect and process data, please refer to the Data Protection Policy & Privacy Notice found on www.grovelearningtrust.co.uk

