



Primary Teacher - KS2

Suitable for ECT

Application Pack

Caroline
Chisholm
School



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Chisholm
School



Globally Minded • Future Ready

94% of CCS staff say

- ▶ 'I enjoy coming to work'
and
- ▶ 'I receive high quality
support'

(Oct 2025)



CCS received the 'Wellbeing Award for Schools' (2024)

Application Pack - Primary Teacher

Welcome - Thank you for your interest

Big question: 'Do you want to work in a place where staff wellbeing truly is at the heart of every decision?'

If so, then our school and the post of Primary Teacher at Caroline Chisholm School may be worth considering.

Our school is a dynamic and heavily oversubscribed all-through academy which, as England's first all through state school, covers an age range from 4 to 19. The school caters for over 2100 students across our Primary phase, Secondary phase, and Sixth Form. The school has an incredibly talented and motivated staff body and a supportive, bright, and extremely well-behaved student body.

We are currently seeking someone to join our incredible team within our fully inclusive, all-through learning community. The successful candidate will be a highly motivated individual who has outstanding experience and/or potential. You will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

Our school was last inspected by Ofsted in May 2025. The inspection confirmed we maintained our standing as 'Good' overall, with our Early Years Foundation Stage (EYFS) remaining 'Outstanding'.



This is the important stuff...

► Our Vision

Our mission is simple, yet powerful: To inspire every student through the delivery of an innovative, world-class education'. We are proud to be a beacon of excellence in our community; a place where every individual feels safe, valued, included, and glad to belong.

Being an all-through school has a number of benefits for staff, students and parents; children stay settled; staff can work together across all phases and parents can be assured with a consistent approach to their child's education. In addition, the on-site Nursery offers discounted childcare for staff working at Caroline Chisholm School.

We believe passionately in nurturing the natural curiosity of every learner. Our curriculum and wider opportunities are designed to enrich lives, fostering not just academic success, but also social development, moral integrity, and personal growth.

At the heart of our school are our CCS values that shape and resonate in everything we do. Our learners leave us as confident, resilient individuals with deep respect for others and a life-long love of learning. Our curriculum is enriched with first class opportunities for creativity, personal development and global connection designed to shape not only great scholars, but also students who are 'globally minded and future ready'.

► Our Values

At the heart of everything we do are the values that define us: acting with kindness, learning with curiosity, and living with integrity.

Kindness builds a community where everyone feels safe and valued. It teaches empathy, inclusion, and respect; qualities that underpin strong relationships and positive mental health. Kindness ensures that care for others remains central to all learning and behaviour.

Curiosity drives a love of learning and discovery. It encourages children and young people to ask questions, think critically, and explore the world with open minds. A curious learner becomes a lifelong learner; adaptable, creative, and ready to face change.

Integrity means doing the right thing, even when no one is watching. It fosters honesty, trust, and accountability, the foundation for strong character and good citizenship. It unites academic learning with moral development across every age group.

Together, we will continue to create an inspiring learning environment, one where our young people enjoy exceptional teaching, supported by a 'no excuses' culture, and leave us fully prepared for life and the world of work.

Personal message to applicants, from the Principal

It is such a huge decision to decide where and with whom you will 'do life' with during the next phase of your career. It is certainly something I have considered prior to every job I have ever considered in mine. Are these the kind of people who will support me, help me grow, empower me to become all I can be... somewhere I can give, somewhere I can effect change on the lives of young people... and importantly somewhere I can enjoy living?'

This has always been at the forefront of my mind in the schools I have led, as I believe that our greatest investment should be in our people.

Richard Branson said it best I think: "Train and equip people well enough that they can leave, treat them well enough that they don't want to." This philosophy underpins what we have termed 'The CCS People's Pledge' - our shared commitment to staff wellbeing and excellence. When we really prioritise staff wellbeing and professional growth, we create a culture where every colleague feels valued, supported, and empowered to thrive.

The reality is clear, well documented and often quoted: Workload, burnout, poor pay, lack of support, and leadership gaps are driving talented educators away. Yet schools will always exist, and children will always need great teachers and staff who support them. If we want to be part of shaping globally minded students to enable them to become future ready, something has to change, fast. That change starts with us. With us leading learning, not just managing people but trusting professional autonomy; and recognising the daily impact all staff make beyond test scores.

Teachers and Support Staff are the heartbeat of education. When they choose to leave, the entire system feels it. That's why our pledge is more than words, it's action. We commit to prioritising wellbeing, fostering belonging, championing balance, celebrating contribution, and investing in growth. Because when our staff thrive, our students flourish. It's important we do more than just talk and at CCS... we are doing exactly that!

If you feel that our school ethos fits your ambitions, I would very much like to hear from you. This position is available from September 2026.

Or if you would like to visit our school, please contact our Director of HR, Sarah Stowey ([sstowey@ccs.northants.sch.uk](mailto:ssowey@ccs.northants.sch.uk))

I look forward to exploring the future together, so please get in touch.

Kind regards

Chris Bishop

A portrait of Chris Bishop, the Principal, is positioned on the right side of the page. He is a middle-aged man with a short beard and mustache, wearing a dark blue suit jacket, a white shirt, and a light-colored tie. The background behind him is a blurred outdoor setting with greenery. A diagonal yellow line runs across the page, separating the text from the portrait.

www.linkedin.com/in/cbishop1

Vice Principal's Introduction

We are seeking a passionate and inspirational teacher to be part of our Key Stage 2 team. The successful candidate will provide engaging and stimulating learning experiences for students as part of a supportive and welcoming team.

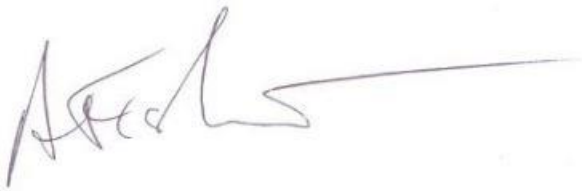
The school is privileged to have a highly-talented, experienced, motivated staff team and our pupils are capable and extremely well behaved.

Our high performing Primary phase is striving to become a centre of excellence in developing innovative and highly-effective teaching, whilst being a school that continues to focus on the wellbeing and happiness of all pupils. We have embedded the Writing for Pleasure approach to developing literacy across the phase and students enthusiastically embrace this approach and we have a focus on outdoor learning and making the most of the excellent Forest School facilities that exist here. From April 2024 we adopted the Dimensions curriculum scheme and this provides us with constant opportunities to reflect on our teaching practice and ensure the best possible outcomes for all of our students. Our students are fortunate to receive specialist teaching in Music, PE, Art and Spanish which allows for a higher level of PPA for class teachers.

Within the primary phase we strongly believe that enrichment and extra-curricular opportunities are an essential part of an effective education and as such we ensure that every class has the opportunity to go on a trip every year, hold themed days and weeks and have the chance to perform for parents to demonstrate their learning. Staff go above and beyond to facilitate these opportunities and we are always open to new ideas and expertise. Our ballroom dancing teams in KS1 and KS2 are highly successful in competition every year and we are currently the Y3-4 and Y5-6 UK dancing champions.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'Andy Fisher', with a long horizontal line extending to the right.

Andy Fisher
Vice Principal



Primary Teacher



Reporting to:
Phase Leader

Salary:
ECT/MPS/UPR

Working time:
We are happy to accommodate either full or part time applications

Responsible for:
The provision of a full and rich learning experience and support for students

Job Description

Main purpose:

- To fulfil the Professional Standards of a Teacher, in the context of being part of a Phase team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher including the personal development dimension
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth

Key responsibilities:

- To meet all requirements as appropriate of the Teachers' standards
- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required

Duties and responsibilities:

Operational/Strategic planning & Quality Assurance:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Primary phase.
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Phase Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students
- To contribute to the Primary phase development plan and implementation
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the whole school's planning activities
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the phase in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school Curriculum Provision and Development
- To assist the Phase Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and our Aims and Strategic Objectives Staff Development, Recruitment & Wellbeing
- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school



Communications:

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies Care Guidance and Support
- To promote the general progress and well-being of individual students and of the class
- To liaise with a Phase Leader to ensure implementation of the Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour for Learning systems so that effective learning can take place
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions document, currently in operation or any subsequent legislation

Safeguarding

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an Enhanced DBS Disclosure. All applicants should read the school's Child Protection and Safeguarding Policy (which is available on our website) and are required to declare any information, as requested, on the online application form.

Notes:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Person specification



Essential



Desirable

Experience

E	Qualified teacher status in the UK
E	Educated to degree level
E	Knowledge of effective strategies to include and meet the needs of all students, in particular, underachieving groups of students, students with SEN and the most able

Professional skills and abilities

E	A good/outstanding classroom practitioner
E	A teacher with good ICT knowledge and skills
E	Must be able to plan lessons effectively for all the students in a class
E	Must be able to keep records of student progress in line with academy policy
E	Must be able to use assessments of students learning to inform future planning
E	Ability to plan and work collaboratively with colleagues

Behavioural competencies

E	Must be willing and enjoy engaging with parents in order to encourage their close involvement in the education of their children
E	A teacher with a flexible approach to work who enjoys being a good team member
E	Must have good oral and written communication skills
E	Must be able to manage own workload effectively and respond swiftly to tight deadlines
E	Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships
E	Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit
E	Willingness and ability to contribute to whole school training days
E	Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others
E	To practice equal opportunities in all aspects of the role and around the workplace in line with policy
E	To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post

Applicable to all staff

E	Undertake training as required in order to fulfil the requirements of the role
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school
E	Play an active role in terms of safeguarding all students and adults

Our Core Wellbeing Offer

1. Work–Life Balance

- ▶ 45-minute meetings as standard
- ▶ “Out of office” email protocol for holidays/weekends
- ▶ Agile working arrangements considered
- ▶ Protected Planning, Preparation and Assessment (PPA) time
- ▶ Paid, annual ‘Flexi-Day’ off from Trustees available, upon request
- ▶ Directed time well below 1265 hours for teaching staff
- ▶ ‘Discretionary leave’ considered for life events
- ▶ Half day at end of Christmas and Summer terms

2. Recognition & Community

- ▶ Monthly “I heard a Whisper” awards
- ▶ Regular shout-outs from leadership and peers
- ▶ Relaxing, shared staffroom spaces
- ▶ Termly staff raffle
- ▶ “Feel Good Friday” thank-you briefings
- ▶ Link Trustees to leadership
- ▶ £500 “Recommend a Friend” bonus
- ▶ Salary sacrifice schemes for bikes, tech, childcare
- ▶ Blue Light Card paid for bi-annually
- ▶ Fair TLR values for part-time staff

3. Voice & Influence

- ▶ Annual strategy review using Boston Consulting Group (BCG) Matrix
- ▶ Annual anonymous staff survey with published actions
- ▶ "Stay Interviews" to understand retention
- ▶ Termly Staff Wellbeing Forum
- ▶ Dedicated Wellbeing Trustee
- ▶ Open-door SLT policy

4. Professional & Personal Growth

- ▶ Funded CPD and skill development
- ▶ Peer-to-peer instructional coaching & mentoring
- ▶ Transparent career pathways
- ▶ Regular 1:1s with leaders
- ▶ Disaggregated training days
- ▶ Learning walks with no personal judgements
- ▶ Free music tuition (where possible)
- ▶ July start for Early Career Teachers

5. Health & Wellbeing

- ▶ Wellbeing Policy
- ▶ Free flu vaccinations
- ▶ Access to 'GP On-Demand'
- ▶ Free tea and coffee
- ▶ Mental Health First Aiders
- ▶ Wellbeing modelled by senior staff
- ▶ Formal supervision statutory for DSL staff
- ▶ Wellbeing email for concerns/suggestions
- ▶ Confidential, free Employee Assistance Program (EAP)
- ▶ Clear policy for managing challenging families – 'no excuse for abuse'
- ▶ SLT agenda includes "Impact of decisions made"
- ▶ "Brunch at Breaktime" on last Friday of each month
- ▶ Fitness and wellness program – inc. Yoga lessons, staff sports, free on-site gym



How to apply

To apply, simply click “apply now” to complete the application form, and upload your supporting statement to tell us about your experience and suitability for the post with reference to the job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, prior to completing your application, please do not hesitate to email Jane Trelvellick, Payroll and HR Coordinator via: jtrelvellick@ccs.northants.sch.uk

Please note that all applications must be submitted by **midday on Friday 1 May 2026**

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

Interview

Interviews for the post will take place on Wednesday 13 May 2026

The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.

“Reflecting on my time in both primary and secondary, I can see how much support I’ve received. My school has provided a solid foundation in academics, helping me develop essential skills that I will carry forward.”

Trisha, Year 8

Caroline Chisholm School



Principal: Mr Chris Bishop

Vice Principals: Mr Andrew Fisher and Mrs Elizabeth Husband



www.ccs.northants.sch.uk



01604 344744



office@ccs.northants.sch.uk



Caroline Chisholm School

Wooldale Centre for Learning, Wootton Fields, Northampton, NN4 6TP



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