



Fairfield Park Lower School

Part Time Class Teacher

Recruitment information pack



Valuing Children,
Valuing Achievement,
Valuing Our Community,
Values for Life



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Letter from Chair of Governors

Thank you for your interest in the position of Class Teacher at Fairfield Park Lower School. We are looking to appoint an outstanding candidate to support the learning and development of pupils, and we warmly welcome your application.

This is a very exciting opportunity to join a forward-thinking school with excellent staff led successfully by an exceptionally strong School Leadership Team. The governing body are experienced and supportive with a very close working relationship to the school.

Fairfield Park Lower School opened its doors in 2007 as a one-form entry lower school and through several expansions has now become two-form entry with nursery provision included for over 400 pupils. In 2018, a further expansion onto a second site across has grown our school even further to three-form entry.

We are looking to appoint a Class Teacher who has forward thinking skills that will help drive the school forward whilst we continue to grow onto our second site.

This is a very exciting opportunity, and we look forward to welcoming you here at Fairfield Park.

We have carefully prepared this information pack for you, but if there is anything else you wish to know or discuss, please visit our website www.fairfield.beds.sch.uk or contact myself or our Headteacher Mrs Jenny Stone on 01462 830000.

We look forward to receiving your application.

Yours sincerely

Sue Howley
Chair of Governors



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Candidate Information

Vacancy: Class Teacher (3 days per week, fixed term 1 year contract)
School: Fairfield Park Lower School
Address: Fairfield Park, Beds SG5 4SG
Responsible to: Headteacher

Actual Salary: dependent on experience

Fairfield Park School has expanded onto a 2nd site in the local community and is currently 3FE. The school will be facing ongoing changes in the next few years as we transition from a Lower school to a Primary school on both sites. We aspire to continue as an outstanding school in all aspects, and we seek an enthusiastic, caring and creative Class Teacher to help us achieve that goal and for all children to enable them to achieve their full potential. All staff at Fairfield Park Lower School are part of one team and as such may be required to work on the Ruskin Drive site and the Dickens Boulevard site at any time to ensure that all children are supported and receive the best education opportunities.





The Application and Selection process

The vacancy is for a Class Teacher to start September 2026.

During the interview candidates will be given activities to assess performance against the person specification. Shortlisted candidates will be provided with further details of the interview process and arrangements.

Please submit your application using the My New Term website. The selection panel will also take into consideration the qualifications and skills of each applicant as well as experience and personal attributes.

Please return your applications electronically to the Headteacher via: the My New Term website

We encourage you to visit our school. To arrange a visit or if you have any questions, please email office@fairfieldparklower.uk

The Governing Body and Central Bedfordshire Council are committed to safeguarding and promoting the welfare of children and young people.

All staff must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people.

This position requires an enhanced DBS check, references and medical clearance.





About our School

Welcome to Fairfield Park Lower School, where staff, pupils, parents and carers are nurtured and supported through our strong pastoral ethos. We care passionately about our community and the welfare of all stakeholders; this is embedded into all our practices. We have a thriving PTA, and parent helper group, we are a 'People Place' where we learn and grow together; we are proud that we are an emotionally intelligent school. We have excellent facilities for staff, pupils and our local community; we have a thriving extended community involving a range of lettings and provision including breakfast and after school club.

Fairfield Park school was a new school in 2007 and has constantly involved and expanded over the years and is used to managing change. We have had staff stability in that process and have grown staff each year as we have expanded. We have a history of coaching, supporting and offering high quality CPD to enable all to achieve their very best. Many staff have pursued their own qualifications further and continued their lifelong learning pathway through working with us. We are passionate about promoting a very happy and skilled staff population, with wellbeing built into our school year. Creative, fun, secure staff create enthusiastic, happy and well-rounded learners.

Our ethos

We are committed to providing children with a high-quality education in a secure and nurturing setting. Our inspiring curriculum and dedicated staff provide quality engaging learning environments and a range of enrichment opportunities. High expectations enable pupils to achieve quality learning outcomes ensuring all pupils have a solid foundation block and love of learning. At the heart of everything we do is achievement, progress, challenge, inspiration, engagement, enjoyment and innovation. We aim to prepare our young pupils for life in a rapidly changing technologically driven global society. Everyone at Fairfield Park is respected and valued and there is equal opportunity for all. Discipline is based upon care for each other and positive reinforcement. Pupils contribute to shaping the school ethos through the School Council and achievements are shared and celebrated. Fairfield Park is a very reflective school, building in annual reviews and professional dialogues to always further enhance pupil outcomes. All staff are part of this culture and have a voice to develop and evolve the school; these are embedded in regular team meetings throughout the year. Fairfield Park enjoys support and effective challenge from an engaged, committed and outstanding Governing Body and there are strong links with the local learning community.

Expansion

Fairfield Park Lower School is currently a three-form entry lower school across two sites, providing education for children in Year Groups: Nursery – Year 4. In addition, we have an established independent pre-school (age 2+) on one school site. We are based in two locations, reflecting the same ethos and mirroring the excellent provision for which Fairfield Park is known. Ultimately, pupil numbers will be 600+ across the school with a full range of extended services.



Curriculum

Excellence is achieved through high expectations, innovation and challenge for all. We are passionate about our age-appropriate inclusive engaging curriculum, embedded into whole school project weeks where pupils have the opportunity to apply their skills further through teamwork, problem solving, risk taking, reflecting and celebrating. A flavour of our project weeks delivered are Engineering week; Health and Fitness week; Culture week through The Arts (Contemporary, The Tate, sculpture, spiritual art); Road Safety week; International week. Our results are consistently above national and local standards, and our curriculum is further enriched in a variety of ways including PE, Music and the Arts.



Play and lunch times are well resourced and supported by quality staff including Structured sport activities and Play Leaders. We believe that learning should be enjoyed by all and the moment you step through the doors of our caring and happy school we believe you will experience this for yourself.

Pre-school

Poppyfields is an independent preschool on the Dickens Boulevard site and operates from The Pavilion bungalow, the access is from the Community Centre pathway. The provision provides a happy, stimulating, high quality and secure nursery setting for all children aged 2 years to 5 years and 'out of school hours' club for children aged 2 years to 7 years. The pre-school was rated as 'Outstanding' by Ofsted in October 2015 stating that the "physical environment is highly stimulating and supports learning well" and "Children are excited about coming into the nursery and being able to choose their favourite toy. The relationships between children and adults are warm and caring". The full report can be found on our website.

Breakfast and after school clubs

There is a range of provisions on our school sites to suit parents' needs and children's interests. We can provide facilities and care for children between 8.00am to 6.00pm and some holiday provision and this is much valued by our working parents. Poppyfields offer breakfast club to the full age range of the school and after school for reception to year 2 on the Dickens Boulevard site. Junior Adventure Group offers breakfast club for reception to year 4 on the Ruskin Drive site and after school club for reception to year 2. The school manages after school club for children in years 3 & 4 in friendly, homely environments on both sites. All after school provisions use our extensive outside facilities to mix play and learning together.

Extra-curricular Clubs

A wide range of clubs are also available before and after the school day to extend our childcare service where they can learn key sporting techniques and skills. The clubs are run by a range of competent staff in a warm, friendly and caring environment. Our children enjoy a wide range of clubs before, after and during the school day including French, Spanish, Tri-golf, Fitness, Dodgeball, Fun & Games, Multi-skills, Netball, Athletics, Cricket, Rounders and Tennis. For more information, please speak to the School Office.

Job Description



Job purpose:

To be responsible for the learner achievement within a class/classes through effective teaching and learning and contributing to the monitoring and development of an aspect of pupil learning across the school or curriculum area.

Main duties and responsibilities:

To know, understand and value each child as an individual (for example, learning stage, background, interests, strengths and weaknesses).

To be responsible for promoting and safeguarding the welfare of all pupils at the school.

To share and promote the school ethos within the context of a whole school team, supporting liaison and a collegial relationship amongst the staff of the school.

To be directly responsible for the quality of pupils learning to include:

- ❖ Work is planned effectively in the short, medium and long term
- ❖ Lessons have clear objectives and success criteria and provide for the differentiated needs of learners and to ensure curriculum coverage
- ❖ range of effective teaching and learning strategies are implemented including inclusive practices to meet the needs of all learners and ensuring that excellence and enjoyment is achieved
- ❖ Work is matched to pupils' attainment and abilities
- ❖ The class is well organised and resources are used effectively
- ❖ The classroom environment is stimulating and well cared for
- ❖ High expectations are evident in the pupils' work and behavior
- ❖ Children are well motivated and challenged
- ❖ Children are independent learners and apply key skills
- ❖ Teaching is engaging and creative

To plan, prepare and evaluate, in consultation with colleagues, the learning activities of each child in accordance with the aims and objectives of agreed school policies, National Curriculum programmes of study and statutory SACRE RE Framework.

To provide opportunities and resources for differentiated development and progression in all curriculum areas.

To be directly responsible for the quality of pupils learning to include:

The progress they make in knowledge, understanding and skills
The skills they need to be effective learners
The attitudes that are promoted including motivation, co-operation and willingness to work collaboratively.

To implement the schools agreed policies and guidelines.

To embrace and model the whole schools vision and ethos.

To have high expectations of standards of work and achievement of all children.

To regularly observe, assess and record the progress of each child's learning development and to communicate such observations to parents, colleagues and other agencies as appropriate.

Analyse relevant data to promote the highest possible aspirations for learners, targeting expectations and actions to raise their achievements and to prevent under achievement

To ensure that IEPs are implemented and kept up to date. To contribute to the IEP review process. Liaise with the SEN Co-ordinator, GT leader and Inclusion Manager.

To be directly responsible and accountable for the standards that a class of children achieve and to ensure that they demonstrate competence, equal to their abilities, across the curriculum.

To provide a classroom environment that is stimulating, interesting and lively and within which all resources are stored and maintained in a safe and healthy manner.

To work with colleagues, being prepared to offer and receive help and to participate fully and regularly in meetings to discuss matters relevant to the school as appropriate.

To regularly review the effect of his/her professional practice in all aspects of teaching, to strive to develop professional expertise and knowledge and to improve and enhance teaching performance and enrich the learning experience with a class and across a group of learners. To participate fully in the staff Performance Management process.

To be responsible for co-ordinating at least one area of the curriculum, or an aspect of development across the whole school. Monitor and develop this area to ensure appropriate opportunities are offered for learner aspirations to be met.

Play a role in the development and application of priorities, policies and activities to further the achievement of whole school aims.

To maintain high standards of behaviour and discipline within the classroom and throughout the school.

To share responsibility with others for the whole school issues such as display, health and safety and safeguarding.

Where appropriate to oversee the work of others and work collaboratively, within and beyond the classroom, with support staff (including directing their day to day work), teachers, other professionals, parents, agencies and communities to enhance teaching and learning and to promote the positive contribution and wellbeing of learners.

To support the Head teacher in the furtherance of the schools vision and aims.

Support and implement practices and policies with encourage mutual tolerance and respect for diversity in all aspects of employment. Contribute to the development of the 'whole school' through full involvement in school based activities and associated community activities. Contribute positively, consistently and effectively to the ongoing development of the school.

To be responsible for co-ordinating at least one area of the curriculum, or an aspect of development across the whole school.

Safeguarding

- To be responsible for promoting and safeguarding the welfare of pupils and for raising any concerns in line with school procedures

Equality and Diversity

- To be responsible for promoting equality and diversity in line with school policies and procedures

Health and Safety

- To be responsible for following health and safety requirements in line with school policies and procedures

Training and Development

- To participate proactively in training and development including qualification development required for the job role

Other responsibilities

- To undertake as required other duties and responsibilities relevant to the job as directed by the Senior Leadership Team

Person Specification - Class Teacher

This acts as selection criteria and gives an outline of the type of person and the characteristic required to do the job.

	ESSENTIAL	DESIRED
QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified teacher status • Degree level qualification • Previous experience of working in a lower, primary or middle school 	<ul style="list-style-type: none"> • Previous experience teaching EYFS & key stage 1 • Evidence of recent in-service training • Degree or Talent in Music, MFL, or Computing /DT
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • High expectations for learning and learners • Excellent behaviour management skills • How do pupils learn in your class? (BARE/ARE/AARE) • How do you engage learners? • What does your teaching delivery look like? • How would you make learning stick? • What does your behavior management look like in your class? • What would the parents say about you? • Share a memorable lesson, how do you know it had impact? • How do you work in a team • Share an area/project that you led. What was the intent, implementation and impact? 	<ul style="list-style-type: none"> • Knowledge and experience of using Target Tracker for data collection • Experience of leading a subject area: Music, MFL, or Computing/DT
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Excellent interpersonal & communication skills. • Energy and commitment. • Good attendance and punctuality • Flexible /adaptable / resilient • Organised & Hardworking • Commitment to personal development/training 	<ul style="list-style-type: none"> • Aspirations to lead and empower others/lead projects • Aspirations for a career pathway to middle leadership • Involvement in community life



About Fairfield Park



Fairfield Park is a village and civil parish located in the Central Bedfordshire district of Bedfordshire, England. It is in the civil parish of Stotfold.

The village was established in the early 2,000s in the buildings and grounds of Fairfield Hospital, which closed in 1999. The village consists of some 900 dwellings of different housing types and about 100 apartments in the former hospital building.



Fairfield Park was originally intended to become a new village in its own right but was designated by planners as part of Stotfold civil parish. However, on 1st April 2013 the village became a separate civil parish and elected its own parish council in May 2013.

Amenities in the village include a community centre, gym and Fairfield Park Lower School.

Transport Links

Fairfield Park is within easy commute of Luton, Milton Keynes, and other areas of Bedfordshire, Hertfordshire and Northamptonshire and is close to the M1 motorway and the A1. We also have good commuter links with regular trains to London (Kings Cross) taking approximately 30 minutes.



Our Location

Fairfield Park Lower School is located on Dickens Boulevard and Ruskin Drive just off the A507.