


ROBERT   
ARKESTALL  
PRIMARY SCHOOL  
PURSUE POSSIBILITIES  
LOVE LEARNING





# CLASS TEACHER APPLICATION PACK

## APPLICATION PACK CONTENTS

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## 1. WHAT'S GREAT ABOUT OUR SCHOOL?

We are a growing primary school at the heart of a vibrant village community. We have 290 pupils across 10 classes. We continue to be rated 'good' following a section 8 Inspection in May 2022 (Ofsted 2022). We hope that this brochure gives you some insight into life at Robert Arkenstall.

During Pupil Voice Activities, the children were asked about how they enjoy their learning and what they have learnt.

*"This was one of the best science lessons this year. The making of rockets was easier than expected." I wonder what he wants to be when he grows up?*

*"Which book do you mean? The class story, or the book we're reading in English? Or maybe you mean the one I'm reading at home but I've got one in my tray for reading at school as well." A voracious devourer of words!*

*"We learnt from the sources that the Indus people probably made music"*

*"In my opinion it is better when we discuss things with partners because if our teacher asks us to put our hands up only some of us answer and the rest of us feel left out."*



During a Pupil View Survey carried out by School Council representatives, our Year 5 and 6 children showed what they thought about their school:

- 96% agreed that they were happy at school.
- 95% agreed that they were safe at school.
- 91% agreed that they enjoyed the opportunity to learn new things.
- 91% agreed that school has clear rules about bullying.
- 96% agreed that they would recommend the school to other children.





## 2. LETTER FROM THE HEADTEACHER

Dear Colleague,

Many thanks for your interest in joining the teaching team at Robert Arkenstall Primary School. Our new teacher will be joining a lively, friendly and welcoming staff team. Staff here work within a culture of excellence where we champion an evidence informed approach to teaching and learning so that every student has the best possible chances of success. As a school we put staff first because 'teachers are the foundation of a great education.' This means we take your well-being and workload seriously as a consistent means to do the best for our pupils.

Pupils, parents and visitors to the school consistently comment on what a warm, welcoming and bustling place it is. You can feel it as you first walk through the door. When you spend more time at Robert Arkenstall that feeling is consolidated by watching and listening to the staff, children and volunteers as they engage in the range of teaching and learning activities which happen every day.

Every member of staff at Robert Arkenstall believes that a child that is cared for, valued and offered a broad range of possibilities will develop skills, confidence and character which will enable them to develop, through childhood, into effective, balanced and confident adults. We know that many schools express such beliefs but we enact them to a very high standard.

Our particular strengths lie in our very positive forward-minded heutagogic staff, who routinely demonstrate their commitment, take the initiative, challenge their own practice and laugh a great deal. Similarly, our parent body is supportive and committed, with many willing volunteers who regularly enable the school to offer more opportunities to the children. The Governors are highly skilled and committed to their role and are well known around school, participating at events and conducting focussed visits where they speak with pupils and staff to offer support and challenge to the team.

Our greatest privilege is to teach the artists, buddies, computer programmers, environment conscious, fundraisers, gymnasts, mathematicians, musicians, readers, risks takers, school councillors, speakers, sports players, team members, thinkers and writers who spend their days learning at our school. Throughout the school the children are supported with therapeutic behaviour policies and a sound understanding of how children learn; based on metacognition, childhood development and cognitive science so that pupils understand how we collectively endeavour to learn and fully feel they belong within our community. The values of the school direct our thinking and are recognised and enacted by staff and pupils alike, creating a vibrant teaching and learning environment.

We are looking for a colleague who wants to develop their teaching career in our inclusive and equitable school. We are looking for a person who believes in a curriculum grounded in communication, wellbeing and aspiration to excellence in pursuing possibilities and loving learning. We look forward to hearing how you envisage delivering our curriculum with high standards in enabling attainment for all pupils.

As you develop in your role, CPD will offer opportunities to expand your skills and experiences within the team. The role is suitable for ECT and you will have an experienced mentor and PPA teacher supporting you.. Please contact me if you have any questions via my email [head@robertarkenstall.co.uk](mailto:head@robertarkenstall.co.uk)

Please complete the application form and send it with an accompanying letter, no more than 2 sides of A4 which particularly reflect the highlighted areas on the person specification.

We look forward to hearing from you.

Kate Bonney



### 3. SAFEGUARDING AND EQUAL OPPORTUNITIES

#### Safeguarding

Our School is strongly committed to safeguarding and promoting the welfare of children and expects all staff, whether paid or voluntary, to share this commitment. The new deputy headteacher will be expected to uphold this commitment at all times and ensure that robust processes and practices are in place and followed in this regard. This post is subject to an enhanced DBS check and satisfactory references.



#### Equal Opportunities

The Governing Body and Cambridgeshire County Council promotes equality of opportunity and will deal with any unlawful discrimination robustly. Job applicants and existing employees are protected from unlawful discrimination on the grounds of gender, age, disability, marital status, pregnancy, religion and belief, race, nationality and sexual orientation





## 4. THE APPOINTMENT PROCESS

### Salary

This vacancy is for a class teacher, possibly an Early Career Teacher, to start in September 2026. The school currently has 278 children on roll. The salary is in the MS range.

**Closing date for applications:** 15<sup>th</sup> June 2026. Robert Arkenstall reserve the right to close the application early in the event that a suitable candidate is sourced.

Applications will be viewed as received so please apply early to avoid disappointment.

**Interviews:** Will be held on a rolling basis as applications are received

### Visits to the school

Visits are warmly welcomed. To arrange a visit please telephone 01353 740253, or email [finance@robertarkenstall.co.uk](mailto:finance@robertarkenstall.co.uk)

### How to apply

Please complete the application form via My New Term, with an accompanying letter, no more than 2 sides of A4, which particularly reflect the highlighted areas on the person specification, telling us why you think you are a suitable candidate to be our new class teacher

### Further Information

Please visit our school website, which gives a range of further information.

[www.robertarkenstall.co.uk](http://www.robertarkenstall.co.uk)



## 5. ABOUT THE SCHOOL

**Location** – Robert Arkenstall School is situated in the centre of Haddenham, a bustling and attractive village on the edge of the Fens, twelve miles north of the county capital and internationally renowned centre of learning, Cambridge, and just a few miles south of the beautiful, historic cathedral city of Ely.

**Our Site** – Haddenham's original school was founded in 1640 via a bequest from a local farmer, Robert Arkenstall. His intention was that local children should have the right to a free education. We are proud to perpetuate the name of the original benefactor, who recognised the importance of free schooling over 350 years ago. Our present school site was established in the 1970's and the building has been regularly extended and refurbished ever since, most recently with the renovation of a classroom to provide a fantastic new library. We just recently opened our new block of classes with a big tea party!

We currently have 10 classes, all with direct access to outside learning space. We have an active focus on outside learning, including EYFS and KS1 Muddy Kitchen and Woodland Learning. We love sport and music across school. Children learn instruments via the Music Hub, we have a fabulous choir, sports teams and clubs. Our specialist music teacher also supports our amazing school productions.



We are fortunate to have a hall large enough to accommodate the whole school for assemblies and productions. We also have a number of shared teaching spaces, activity rooms and a dedicated library, all of which are used constantly for group learning, 1 to 1 and music lessons. Our staff use every inch of school to make best use of spaces to support pupils with specific needs in our highly inclusive environment.

**Number of children** – Robert Arkenstall School has a PAN of 40 and in recent years has been oversubscribed. The children are aged 4 – 11.

**Organisation of classes** - We currently have ten classes: 2 single year groups and 8 mixed year groups. Our mixed year groups mean we take great care in constructing curriculum sequences and choosing schemes and programmes of study to meet the needs of our children. You can read more about curriculum on our website

**Our pupils** – Although Haddenham's population is not especially culturally diverse, we live just twelve miles away from a truly international city. Currently, 8.9% of the children have English as an Additional Language. At 20% we are just below national average for pupils in receipt of Pupil Premium and the number of children with special educational needs or disabilities is also just below average at 11.7%, with 1.8% on an Education and Healthcare Plan. That said, a number of pupils are in ADPR process, preparing for EHCP and we are running, from within our OAP, highly specialised provision for a number of children with autism and other neurodiverse conditions. Click [here](#) to find out more about allocation of Pupil Premium funding and our approach to [SEND](#).

**Staffing** – Our school has a very stable staff with a large number of longstanding teachers, teaching assistants and office staff. We currently employ 51 staff of whom 19 are qualified teachers, 18 are teaching assistants, 2 office support staff, and a team of lunchtime and site staff. We invest heavily in teaching assistant time, believing strongly in the added value that they bring to pupil progress. We encourage staff to undertake their own study either through NPQ and other funded routes and sometimes through application to charities like Farmington Trust <https://farmington.ac.uk/> so that they can be afforded time for study and reflection.

**Leadership structure** – Robert Arkenstall is led by a Headteacher, assisted by a Deputy Headteacher and a Senior Management Team, representing EY/KS1 and KS2. Our SENDCo is also a member of our Senior Leadership Team.



**Parents and the local community** – The school is lucky to be supported by a large active body of parents, carers and other community members who share our vision and values, to pursue possibilities and love learning. The school encourages help in the classroom, support for school productions and attendance at our frequent functions and fundraising events.

**Friends of Robert Arkenstall School - FORAS** not only raises many thousands of pounds each year for school funds, but also constitutes a hub of parental activity within the school, constantly organising imaginative and fun activities for our children - and staff.

**Governing Body** – Our Governing body consists of ten members, dedicated to the school's continuing success. Knowledgeable with regard to the School Development Plan and its strategic direction, they constantly evaluate pupil progress and provide constructive focus and support. Governors maintain a high profile within the school, providing support for staff and another line of communication for parents and community. Click [here](#) to learn more about our governing body and to read more about the schools [vision and values](#).

### Working with Others

Robert Arkenstall Primary School is proud to be one of the founding members of the East Cambs & Fenland Evidence Network. <https://evidencenetwork.org.uk/> This work is funded from several sources, including EEF, DfE and legacy funding from the Opportunity Area.

The network is a group of senior and middle leaders working in schools across East Cambs and Fenland, seeking to shine a light on using evidence-informed approaches, to ensure the best possible outcomes for all our students, particularly those who are disadvantaged.

We understand the many benefits and challenges of working in rural schools and are keen to support each other in ensuring excellence for all our pupils. We know that evidence is crucial to inform leadership decision-making and that clear, focused implementation planning leads to sustainable change for school improvement.

It's not just what we do in our schools that matters, but the way we do it.

Our network of Evidence Advocates can help support leaders and work alongside colleagues to engage with evidence, to support their school development planning.



We are currently working in partnership with the DfE and Meridian Trust to support the Priority Area Project, providing Implementation Planning training and coaching. Our 'Evidence Bites' series of after-school networking/CPD events bring high quality educational speakers to teaching colleagues in our rural area. These informal, professionally energising sessions promote evidence-informed practice and foster collaboration between colleagues and schools.

Our Cambridgeshire EEF Evidence Exploration Partnership with Norfolk Research School begins in early 2024. We are working with the LA, local schools and MATs to identify priorities, co-develop solutions, and engage with the evidence base to meet specific challenges. The partnership draws on best available evidence and local expertise to implement and embed approaches aimed at improving outcomes for all children (especially those from disadvantaged backgrounds).

Additionally, Robert Arkenstall works closely with Curriculum provider Opening Worlds, supporting other rural schools around the country as they begin to implement this highly regarded curriculum. <https://openingworlds.uk/>

We have very strong links with a group of other local schools known as WASP (Witchford Area Schools Partnership) group. We regularly engage with partner schools in a range of managerial and moderation



activities. Meetings with local Headteachers provide support and also professional development opportunities for staff collaboration and networking.

We have excellent links with our local pre-school settings, which are rated 'good' and 'outstanding'.

We purchase the Local Authority Primary Offer, which entitles us to support from advisors, with whom we have built positive long-term relationships.

[www.cambridgeshire.gov.uk/learntogether/homepage/65/primary\\_service\\_school\\_improvement\\_offer](http://www.cambridgeshire.gov.uk/learntogether/homepage/65/primary_service_school_improvement_offer)



## 6. PERSON SPECIFICATION

<b>Professional Qualifications</b>			
Qualified teacher status	E		A, R
First degree or equivalent	E		A
Evidence of further professional development		D	A
<b>Knowledge and Understanding</b>			
Consistently good/outstanding classroom practitioner	E		A, I, R
Primary teaching experience or training if ECT	E		A, I, R
Experience of whole-school curriculum subject leadership		D	A, I, R
A strong commitment to inclusion and equity with high expectations for all	E		A, I, R
Strong vision and understanding. Able to talk about characteristics of effective primary teaching, learning and strategies used to improve progression, raise attainment and improve pupil progress	E		I
Good understanding and use of assessment, including target setting and tracking to raise standards, plus recording and reporting	E		A, I, R
A good understanding of effective transition between key stages		D	I
Knowledge of the role of the governors		D	I
<b>Personal Qualities</b>			
Passionate and proactive, keen to embrace new ideas and challenges	E		A, I
Creative and imaginative thinking, in order to identify opportunities and anticipate problems	E		A, I
Excellent behaviour management strategies	E		A, I, R
Approachable, caring and empathetic	E		I
Works well as part of a team	E		A, I, R
Flexible, listens and is prepared to seek advice and support	E		I
Excellent time management, with ability to meet deadlines	E		R
Committed to continuing professional development for self and others	E		A

Committed to active parental involvement	E	A, I
Able to deal sensitively with people and resolve conflict	E	A, I, R
Commitment to making learning fun	E	A, I, R

**Safeguarding**

Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their life circumstances	E	I
Can demonstrate an ability to contribute towards a safe environment	E	I
Commitment to safeguarding issues and understanding of promoting the welfare of children	E	I

**Key:**

E=Essential    D= Desirable    A=Application    I=Interview    R=References

Robert Arkenstall 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. Applicants will be subject to an Enhanced DBS check, two satisfactory references and a Disclosure of Criminal Record and Disqualification Declaration.





## 7. JOB DESCRIPTION

**Salary:** Main Pay Scale M1-3

The Robert Arkenstall Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Responsible to: Headteacher and Governors

In accordance with the school's policies and under the direction of the Headteacher

### **Safeguarding:**

- To contribute positively to ensuring that the school is a safe and protective environment for all.
- To be aware of your duties and responsibilities to ensure that the school is a safe and protective environment for all.
- To recognise that Child Protection is everyone's responsibility and is an important part of the daily life of the school.
- To be aware of the signs of abuse and take appropriate action in line with our Safeguarding Child Protection Policy

### **Teaching:**

- To teach, according to their educational needs, the pupils in your class using appropriate resources including support assistants.
- To promote the intellectual, physical and personal development of the pupils in your class and provide guidance and advice to pupils on educational and relevant social matters.
- Complete planning documentation.

### **Assessment, recording a reporting:**

- To assess, record and report on the attainment, progress and development of the pupils in your class.
- To communicate and consult with the parents of pupils who have a legitimate interest in the pupils in your class.

### **Professional Development:**

- To participate in the arrangements for the appraisal of your own performance.
- To keep under review your methods of teaching and programmes of work and participate in arrangements for your further development as a teacher.
- Take responsibility for specific National Curriculum Subjects within a curriculum team.
- To participate in necessary meetings at the school.

### **Discipline, Health and Safety:**

- Maintain good order and discipline among the pupils. Safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere. Ensure that the school's Code of Conduct is adhered to.

### **Communication and relationships:**



- Develop and maintain good relationships with parents, the local community, teaching and non-teaching staff, and pupils.

**General duties:**

- To contribute to the overall life and work of the school by ensuring that the ethos and aims of the school are supported. This will include additional duties such as: taking school assemblies, supervising playtimes, parents' evening.

**Curriculum Responsibility:**

- To contribute to the leadership and direction for a subject or subjects and ensure that it is managed and organised to meet the aims and objectives of the school.

