



Pennine Academies Yorkshire

RECRUITMENT BROCHURE





WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

Michael Thorp CEO



WELCOME FROM THE HEADTEACHER

Dear Candidate

'Together we discover, believe & achieve.'

On behalf of myself, staff and pupils, I would like to thank you for your interest in Farnham Primary School – a happy place where every child is valued, nurtured and celebrated.

Farnham Primary is not only an exciting place to work but is at an exciting place in its journey. Situated in inner city Bradford, we are a 2-form entry school and we currently have 460 pupils on roll which includes our nursery provision for 3 year olds.

The Farnham Curriculum is currently going through an exciting period of transformation. If you were to join us now, you would be in a position to truly shape the learning experiences you give your pupils through a curriculum that is exciting and relevant. Our pupils want teachers and leaders who are motivated and willing to make everything they do count. They want exciting lessons with resources that are of a high quality where they can enjoy learning and prepare for the future. Our dedicated and caring staff are committed to providing an inclusive, high-quality education for all children. The whole team works hard to remove barriers to learning so that all children can participate in a full and rich curriculum.

Behaviour at Farnham is good. We encourage all children to be kind, love learning, work hard and relish the challenges that new learning brings whilst making the happiest of memories. There is a culture of high expectations of both learning and behaviour and we place an emphasis on developing relationships where children and staff are respectful towards each other and value diversity. We have a strong commitment to achieving the best possible outcomes for all, preparing pupils to take their place as responsible citizens in modern Britain.

Our website will provide you with a snapshot of our school but if you have any further questions please do not hesitate to contact me if you have anything you wish to discuss. It's important you apply to somewhere you feel you can make a positive contribution and can flourish. I would strongly recommend a visit to the school where I would be happy to show you around and answer any questions.

I wish you every success in your application.

Samantha Keenan
Headteacher, Farnham Primary School





EMPLOYEE BENEFITS

WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
 - Counselling Services
 - Mindfulness Services
 - Weight Management
 - Physiotherapy
 - GP Helpline
 - Cancer & Chronic Illness Support
 - Menopause Support
 - Nurse Support
 - Whole School & Leadership Support
 - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities



WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

SO WHY WOULD YOU JOIN PENNINE?



1

WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.

2

WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?

At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

PART TIME TEACHER – MATERNITY COVER SEPTEMBER 2025



Farnham Primary School | T 01274 573297
Headteacher: Samantha Keenan

CLOSING DATE:
Monday 7 July 2025

INTERVIEWS:
Friday 11 July 2025

MPS **Maternity Cover, 19.5 Hours**

Are you committed to achieving the best outcomes for all pupils?
Are you a supportive and encouraging leader that can motivate a highly skilled staff team?

We are looking for a part time Teacher to join our team from September 2025 for three days per week to cover maternity leave. The working pattern for this position is Monday, Thursday and Friday. The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check. We welcome applications regardless of age, gender, ethnicity or religion.

The successful candidate would:

- Be committed to ensuring our pupils have an exciting and engaging learning experience
- Have the ability to motivate and inspire their colleagues, pupils and the wider school community
- Be an experienced school leader who can evidence implementation of successful school development
- Be committed to working with other trust schools to drive school improvement and share best practices

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. All posts are subject to the safer recruitment process including an enhanced Disclosure and Barring Service Check. The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

Please click the link below <https://www.farnhamprimary.org.uk/home/policies/> to view our Safeguarding Policy.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

What Ofsted say (November 2023)

" Pupils are proud to be part of this school's diverse community. The school provides many opportunities for collaboration with parents and carers"

JOB DESCRIPTION



JOB TITLE/POST:

TEACHER

SALARY:

MAIN PAY SCALE

RESPONSIBLE TO:

SENIOR LEADERSHIP TEAM

DATE:

SEPTEMBER 2025

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



PRIME OBJECTIVES OF THE POST:

- As a Primary school teacher, you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject and across the curriculum.
- You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.
- As a Classroom teacher you will, at ALL times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.
- In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

RANGE OF DUTIES INCLUDE:

- Plan and prepare in order to teach, according to educational needs, children assigned to them.
- Assess, record and report on the development, (intellectual, social, emotional and behavioural), progress and attainment of children.
- To provide a stimulating and challenging learning environment for children.
- Promote the general progress and wellbeing of all individual children within school.
- Participate in performance management.
- Participate in professional development.
- To have knowledge of and implement all school policies.
- Maintain good order and discipline and safeguard children's health and safety when concerned with both in and out of school activities.
- Participate in all team planning meetings where appropriate.
- Participate in national and school-based assessment procedures.
- Ensure the teaching areas are tidy, with drawers clearly labelled, equipment neatly arranged and accessible.
- Ensure care and replacement of both classroom and central equipment
- To encourage parental interest and involvement within school guidelines.
- To abide by the internet acceptable use policy

KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:

- To monitor and evaluate the planning and delivery of a subject curriculum area throughout school, with high expectations to raise standards and actively looking for ways to extend learning and provide enriching experiences and be responsible to the Headteacher
- To be responsible for monitoring standards in the curriculum area across school taking appropriate action where necessary, particularly tackling underperformance in pupils for their subject area and identifying and addressing barriers to achievement of all pupils
- To model the school's values and ethos and be responsible for writing an action plan detailing the development of their subject area and monitors and evaluates closely the specific targets set for the subject area in line with the school priorities

- To be responsible for ordering resources for the above-named subject working within the agreed action plan and a specified budget delegated by the Headteacher ensuring resources are effectively and efficiently utilised to maximise pupils' learning.

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the Designated Safeguarding Leads in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

RESPONSIBILITIES

TEACHING:

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade pupils' work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for
- example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties and supporting pupils on an individual basis through academic or personal difficulties.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for pupils
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

WHOLE SCHOOL ORGANISATION AND STRATEGY:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and early career teachers (ECTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g., teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g., access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.



PERSONNEL SPECIFICATION



ESSENTIAL CRITERIA

- Qualified Teacher Status

JOB SPECIFIC EVIDENCE:

EXPERIENCE

- Proven record of success as an outstanding Teacher
- An understanding and demonstration of barriers to learning and how those may be overcome
- Experience of managing student performance and intervention strategies to raise performance
- Previous teaching within primary education
- Experience of safeguarding and additional educational needs
- Provide evidence of having previously spoken fluently at an Advanced Threshold Level
- Effective knowledge of both statutory and non-statutory current educational practice
- Willingness to participate in development and training opportunities
- Proven ability of working with parents and the community
- Experience of pastoral care with both pupils and staff
- Experience of assessment procedures
- Experience of working alongside employer partners to achieve learning objectives
- Awareness of child development
- Knowledge of child care
- An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs
- An understanding of the needs of a multicultural society
- Experience of working with a team delivering staff development initiatives

QUALIFICATIONS / TRAINING

- Honours degree or equivalent in relevant subject
- Qualified Teacher Status
- Professional qualification or relevant experience
- Evidence of Continuing Professional Development

KNOWLEDGE:

- Ability to communicate effectively with a range of internal and external stakeholders
- Ability to relate well to pupils and staff
- Excellent English, Maths and IT skills
- Work constructively as part of a team
- Ability to remain calm under pressure
- Demonstrate good cooperative, interpersonal and effective listening skills
- Demonstrate a commitment to working with children of the relevant age
- Flexible and willingness to accept change
- Approachable, courteous and able to present a positive image of the school
- Maintain confidentiality in matters relating to the school, its pupils, parents and carers.
- Ability to use relevant technology including keyboard/computer skills (after training) if required
- Ability to understand classroom roles and responsibilities and your own position within these

PERSONAL CIRCUMSTANCES:

- Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)
- Will not require holiday leave during term time
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)
- Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012.
- Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.
- For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying pupils, within school policies and practices and training.



Pennine Academies Yorkshire

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