

CANDIDATE INFORMATION PACK



Dane Bank
Primary School

Class Teacher & TLR2a (English & Key Stage One Lead)

Closing Date: Friday 15th May 2026 - 3pm

Shortlisting: Friday 15th May 2026 - please note we may undertake shortlisting upon receipt of applications so you may be contacted earlier.

Lesson observations: Tuesday 19th and Wednesday 20th May 2026 (followed by re-shortlisting)

Interviews: Thursday 21st May 2026

We encourage potential applicants to come and visit our school - this can be arranged if requested.



Dear Candidate,

Thank you for the interest you have already shown in working with us here at Dane Bank Primary School. In this information pack you will find details about our school as well as information about an exciting teaching opportunity that we have for September 2026. Dane Bank is a vibrant and welcoming school in Tameside, Greater Manchester. Our school is home to 240 pupils and includes a dedicated resource base class, reflecting our commitment to inclusivity. We are part of the CLiC (Changing Lives in Collaboration) Trust which has 7 schools in both Manchester and Tameside.

At Dane Bank Primary School, we take pride in fostering a nurturing environment with a family-feel. Our school motto, “*Dream it. Believe it. Achieve it. Together, it is possible...*”, encapsulates our philosophy of collaborative success and personal growth. We are guided by core values of resilience, respect, responsibility, kindness, fairness, and empathy, which are ingrained in every aspect of our school life.

We offer a robust curriculum and consistently deliver high-quality teaching. Our latest Ofsted inspection report, though ungraded, indicated that we would have been recognised as Outstanding should we have had a graded inspection. We strive to make learning engaging and enjoyable, underpinned by our comprehensive Enrichment Programme. This program ensures that all our children experience a variety of enriching activities, from attending live music performances and visiting art galleries to engaging in diverse sports and putting high-quality play at the heart of the curriculum. Our school year culminates in a whole-school trip or event, a valued tradition that brings our community together in a spirit of shared enjoyment and connection.

In a recent safeguarding audit, we were delighted to receive the following feedback... “*Dane Bank Primary School is a warm and welcoming place to learn and work. The relationships within school at all levels were positive and respectful. Children were engaged with their learning, moved about school in a calm and orderly manner, and when spoken to they were happy and felt safe. The children spoke highly about the staff and the staff spoke equally highly about the children. It was a joy to be in such a warm and positive environment.*”

We are eager to welcome passionate teachers who are committed to nurturing the potential of each child and contributing to our dynamic team. If you are inspired by our ethos and are eager to join a school that values both educational excellence and a warm, supportive atmosphere, we would love to hear from you.

Thank you for considering this opportunity to become a part of the Dane Bank team. We look forward to the possibility of working together.

Warm regards,

Joanne Lennon
Headteacher

Why work at Dane Bank Primary School?



We are committed to raising standards for all children in our school. In order to do this, we need to recruit the best staff who are committed to our vision and values. We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all of our staff.

100% of staff feel they can manage their workload.

“I just want to say thanks. If we are given anything extra that we may not be able to fit in to our day, we are always informed that time can be given out of class so people are not under pressure and if we need any support with anything that we can just ask.”

Staff Survey, January 2026

“Staff demonstrate professional curiosity, strong knowledge of pupils’ needs, and a consistent commitment to safeguarding practice, underpinned by positive relationships, high expectations, and a culture of openness, trust and accountability.”

Safeguarding Audit March 2026

“Pupils behave notably well, regardless of supervision. They are attentive in lessons and they work hard without any disruption.”

Ofsted report January 2024

100% of parents would recommend our school to other parents.

Parent Survey July 2025

“Small, tight-knit community school where all the children feel safe and cared for. Staff can name all the children and the children know everyone in all classes.

I feel this gives the smaller children comfort and confidence. Dane Bank is a true ‘community’ school.”

Parent Survey July 2025

“Pupils treat their classmates and adults with thoughtfulness, care and consideration.”

Ofsted report January 2024

“I love working here - we have a great team. I enjoy coming to work every day because I know we have a positive impact in the children's lives. It is such a happy and caring environment to work.”

Staff Survey, January 2026

*“The school was previously judged Good and it remains so, and there is sufficient evidence of improved performance to suggest that **it might have been judged Outstanding** if it had received a graded inspection instead of an ungraded inspection.”*

Ofsted report January 2024

We can offer:

- Access to high-quality professional development across and school and Trust
- Access to professional networks across the Trust
- Protected, regular release time from class in order to focus on leadership work and identify impact
- A supportive and welcoming staff team who work well together
- Access to our Employee Assistance Programme offering a range of benefits/support such as, financial planning support and access to mental health services
- Cycle to work scheme
- An opportunity to start your school leadership journey
- A school filled with kind, well-behaved, fun children who are keen to learn
- Support to complete external training as needed, such as NPQ courses

Class Teacher & TLR2a

(English & Key Stage One Lead)

Contract type: Full Time & Permanent

Salary: MPS/UPS + TLR 2a

Start Date: 1st September 2026

Responsibilities: Classroom Teacher with English and Key Stage One Lead

Reporting to: The Headteacher and Deputy Headteacher

Working in conjunction with: The Senior Leadership Team, SENDCo, Teachers/support staff

Job Description

We are delighted to offer an exciting and highly rewarding opportunity for an ambitious Key Stage One teacher to take their first step into school leadership through a TLR role leading both English and Key Stage One at Dane Bank Primary School. This position presents a chance to make a meaningful and lasting impact within a small, supportive school community, where your ideas, energy and leadership will help shape the future direction of school improvement. As a valued member of the Senior Leadership Team, you will work in collaboration with experienced colleagues while benefiting from high-quality coaching and access to a trust-wide Leadership Pathway CPD programme designed to support and accelerate your leadership development.

With English continuing to be a key priority for our school, this role offers a unique and exciting opportunity to influence and strengthen teaching and learning across all year groups. You will build on our strong Early Years foundations - rooted in early intervention, high expectations and targeted support - and play a pivotal role in ensuring this success is sustained and further developed throughout Key Stage One. This is a rare opportunity for a motivated practitioner to lead change, inspire others and truly make a difference to the outcomes and experiences of our pupils.

We understand the importance of ensuring teachers are supported to continue prioritising their own ongoing professional development. We have a Trust offer of instructional coaching for teachers – including opportunities to train as an instructional coach if appropriate. We have a “Leadership Pathway” programme where leaders at all levels can access bespoke and relevant CPD in order to further develop as leaders – like with all our work, this is an evidence-informed programme that makes use of the most impactful strategies and tools.

Our Key Stage One and English Lead will also benefit from protected, regular release time from class in order to focus on their leadership work and see impact in what they do.

Professional Responsibilities

- Model and promote high standards in the teaching of English across the school.
- Lead the day-to-day running of Key Stage One, ensuring effective communication with all stakeholders.
- Lead the development and implementation of whole-school English strategies and policies.
- Work in partnership with the Senior Leadership Team to drive school improvement priorities.
- Use school, local and national data to inform targets and raise attainment in English and across Key Stage One.
- Monitor progress and evaluate the impact of teaching through observations, book scrutiny and pupil outcomes - identifying strengths and areas for development.
- Support and mentor staff within Key Stage One, including Early Career Teachers.

Teaching and Learning

- Demonstrate consistently strong teaching in Key Stage One – becoming a beacon of strong practice within the school.
- To maintain records of progress and attainment and use these to identify next steps in teaching and targeted academic support needed.
- Give high-quality verbal and written feedback to children - both during and after the point of learning.
- Lead and improve the quality of teaching and learning in Key Stage One and English across the school.
- Ensure a consistent and effective approach to the teaching of Phonics, reading and writing.
- Build on strong Early Years practice to ensure progression and continuity into Key Stage One.
- Develop effective partnerships with parents to support early literacy development.
- Promote equality of opportunity and inclusive practice.

Leading and Managing Staff

- Foster a culture of high expectations, collaboration, and continuous improvement.
- Provide coaching and support to staff to develop their practice, particularly in English - enabling all teachers to be reflective and to take responsibility for their own development.
- Act as the main support for staff with behaviour management and communication with parents/carers within Key Stage One.
- Ensure the smooth day-to-day organisation of Key Stage One, including timetabling and staff deployment.
- Work closely with the Senior Leadership Team to ensure progression across the school.

Effective Deployment of Resources

- Support the effective use of resources to enhance English teaching and learning across the school.
- Contribute to the development of high-quality learning environments in Key Stage One classrooms.
- Ensure resources support early reading, phonics and language development in Key Stage One – including the ongoing development of enhanced provision in Year One.

The post-holder will be expected to operate under the current School Teachers Pay and Conditions of Service document and carry out any additional duties at the reasonable request of the Headteacher. The Post Holder may be required to work outside of normal school hours on occasion (e.g. to attend Governing Body Meetings, parents' evenings etc), with due notice.

Person Specification for Key Stage One/English Lead and Classroom Teacher

Key: A = Application I = Interview R = Reference

	Method of Assessment	Essential	Desirable
1. Qualification and Training			
1.1 Qualified teacher status.	A, I & R	✓	
1.2 A continued commitment to own professional development.	I	✓	
1.3 Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.	A & I	✓	
1.4 Knowledge of current legislation, guidance and developments relating to the subject area.	A & I	✓	
1.5 Involvement in, and organisation of, wider school activities including extra-curricular activities.	A & I		✓
1.6 Experience of teaching within Key Stage One.	A, I & R	✓	
1.7 A minimum of two years' experience of teaching in primary with a proven ability as a highly effective classroom practitioner.	A, I & R	✓	
1.8 Working in partnership with parents, communities or Governors.	I		✓
2. Sets high expectation and inspires, motivates and challenges all children by:			
2.1 Establishing a safe and stimulating environment for children, rooted in mutual respect.	A & I	✓	
2.2 Setting goals that stretch and challenge children of all backgrounds, abilities and dispositions.	A & I	✓	
2.3 Demonstrating consistently, the positive attitudes, values and behaviours that are expected of children.	A & I	✓	
3. Promotes good progress and outcomes of children by:			
3.1 Being accountable for children's attainment, progress and outcomes – both in own class and across Key Stage One.	A, I & R	✓	
3.2 Being aware of children's capabilities and their knowledge and plan teaching to build on these.	A & I	✓	

	Method of Assessment	Essential	Desirable
3.3 Demonstrating knowledge and understand of how children learn and how this impacts teaching.	A & I	✓	
3.4 Encouraging children to reflect on their progress and take a responsible and conscientious attitude to their learning.	A & I	✓	
4. Demonstrates good subject and curriculum knowledge by:			
4.1 Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining children’s interest in the subject, and addressing misunderstandings.	A, I & R	✓	
4.2 Having excellent knowledge of phonics and experience of delivering a systematic synthetic phonics programme.	A & I	✓	
4.3 Demonstrating an understanding of, and taking responsibility for, promoting high standards of literacy, particularly a correct use of Standard English.	A, I & R	✓	
4.4 Having knowledge and understanding of how “enhanced provision” can be used in Year One to support transition from Reception and ensure prior learning is built upon.	A & I		✓
4.5 Demonstrates a passion for the teaching of English in primary school, including having a strong knowledge of high-quality children’s authors and texts.	A & I		✓
5. Plan and teach well-structured lessons by:			
5.1 Imparting knowledge and developing understanding through effective use of lesson time.	A & I	✓	
5.2 Promoting a love of learning and children’s intellectual curiosity.	A & I	✓	
5.3 Reflecting systematically on the effectiveness of lessons and approaches to teaching.	A & I	✓	
5.4 Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding children have acquired.	A	✓	
5.5 Contributing to the design and development of an engaging and high-quality English curriculum.	A & I	✓	

6. Adapt teaching to respond to the strengths and needs of all children by:

6.1 Knowing when and how to adapt lessons and resources appropriately, using approaches which enable children to be taught effectively.	A, I & R	✓	
6.2 Having a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these.	A, I & R	✓	
6.3 Demonstrating an awareness of the physical, social and intellectual development of children and knowing how to adapt teaching to support children's education at different stages of development.	A & I	✓	
6.4 Having a clear understanding of the needs of all children and be able to use and evaluate distinctive teaching approaches to engage them.	A & I	✓	

7. Leadership Skills

7.1 Ability to lead the quality of teaching and learning across Key Stage One and the wider school.	A & I	✓	
7.2 Ability to effectively tackle under performance and monitor school improvement in English.	A & I	✓	
7.3 Ability to line manage Teachers & support staff in Key Stage One.	A & I	✓	
7.4 Ability to inspire children and other team members.	A & I	✓	
7.5 Demonstrate knowledge of the importance of transition from Early Years in to Key Stage One.	A & I		✓

8. Personal style and behaviour

8.1 Tact and diplomacy in all interpersonal relationships with parents, outside agencies, pupils and colleagues at work.	A & I	✓	
8.2 Ability to communicate effectively.	A, I & R	✓	
8.3 Have high expectation of oneself and others.	A & I	✓	
8.4 Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	A & I	✓	
8.5 The flexibility to adapt to changing workload demands and new school challenges.	A & I	✓	

8.6 To be warm, approachable and supportive – demonstrating a desire to contribute to our successful team.	A, I & R	✓	
8.7 Ability to make learning fun and lead with enthusiasm, passion and humor.	A, I & R	✓	
9. Values			
9.1 A genuine passion and a belief in the potential of every pupil.	A & I	✓	
9.2 Motivation to continually improve standards and achieve excellence above norms.	A & I	✓	
9.3 Commitment to equality of opportunity and the safeguarding and welfare of all pupils.	A	✓	
9.4 An understanding of our school values (Kindness, Empathy, Responsibility, Fairness, Resilience and Respect) and a commitment to upholding them.	A, I & R	✓	
10. Other			
10.1 Willingness to travel between schools in the Trust.	A	✓	
10.2 Willingness to work in schools across the Trust.	A	✓	
10.3 Willingness to attend training and CPD opportunities.	A	✓	
10.4 Be willing to consent to, and apply for, an enhanced disclosure to a DBS Check, Self-Declaration and references.	A	✓	



**Dane Bank
Primary School**

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