

KS2 Class Teacher Application Pack May 2026



Mather Street Primary School

Mather Street
FAILSWORTH, M35 0DT

info@matherstreet.oldham.sch.uk

www.matherstreet.oldham.sch.uk

Tel: 01612191051

Executive Headteacher: Mrs M R Buckley

Head of School: Mrs S Brown

Yew Tree Community School

Alcester Street
Chadderton, OLDHAM OL9 8LD

info@yewtree.oldham.sch.uk

www.yewtree.oldham.sch.uk

Tel: 01612845464

Executive Headteacher: Mrs M R Buckley

Head of School: Mr R Bhatti and Mr D Moore

Dear Teacher,

Thank you for the interest you have shown in the role of Key Stage 2 class teacher at the MY Schools Together federation of schools. The successful candidate will be based at Mather Street Primary School with an initial 1-year fixed term contract. The school is a one-form entry primary school in Failsworth with a nursery. Since 2012, it has been federated with Yew Tree Community School in Chadderton. Both schools are Oldham Local Authority maintained schools and are approx. 2.3 miles in distance apart. The staff work closely together and there is one governing body.

Mather Street is an inclusive and welcoming school. The children come from a very diverse range of socioeconomic and ethnic backgrounds and are very accepting of everyone's individuality. We are looking for a highly motivated and enthusiastic KS2 teacher to join our team. ECTs are welcome to apply.

Our staff have a positive impact across the federation. We concentrate on teaching and learning, staff development, satisfying career aspirations and pastoral care for our children, their families and for ourselves.

Visits to the school are encouraged – please contact Mather Street Primary School on 0161 219 1051 to arrange a suitable time.

Completed application forms should be sent to Mrs Sally Brown, Head of School at Mather Street by **5pm on Tuesday 2nd June 2026**. sally.brown@yewtree.oldham.sch.uk

Classroom observations and interviews will take place on Tuesday 9th June 2026 and Wednesday 10th June 2026. The date of the lesson observation, focus of the lesson and the year group we wish you to teach will be sent to all applicants on Thursday 4th June 2026.

We look forward to meeting you,

Kind regards,

S.A. Brown

M.R. Buckley

Sally Brown
Head of School

Martine Buckley
Executive Headteacher

Class Teacher – MY Schools Together

Yew Tree Community School/Mather Street Primary School

The Governors of the MY Schools Together Federation are seeking to appoint a highly motivated, inspirational and enthusiastic KS2 class teacher to join our established team of teachers. We are looking for someone who is keen to work as part of our federation team of teachers who are dedicated to enhancing the opportunities for the children in our communities.

We are looking for an individual who is passionate about developing pupils' curiosity and understanding of the world, strives for the highest standards and expectations in all aspects of the curriculum and has the skills, capability and understanding to support the families which we serve.

As a class teacher, the post holder would:

- Be an outstanding classroom practitioner in the primary phase, demonstrating creativity, initiative and excellent organisation skills.
- Have a commitment to ongoing professional development.
- Work with rigorous systems of assessment and use this data meaningfully to enhance pupil progress and maintain the highest possible standards.
- Be able to work co-operatively and effectively as part of a team.
- Have a commitment to support the wider aspects of school life.

We can offer the successful candidate:

- A happy school.
- First class CPD opportunities
- Very friendly and very dedicated, hardworking staff.
- An inclusive school with happy, well-behaved children who enjoy learning.
- Support for your professional development.
- The opportunity to utilise your curricular strengths

APPLICATION PROCESS

1. Please complete the enclosed application form.
2. Please return your completed application form to Mrs Sally Brown, Head of School at Mather Street by **5pm on Tuesday 2nd June 2026**. sally.brown@yewtree.oldham.sch.uk

INTERVIEW PROCESS

Lesson observation and formal interview

1. Applicants will be short listed on **Wednesday 3rd June 2026**.
2. Applicants will be notified of the date of the lesson observation; focus of the lesson and the year group we wish you to teach will be sent to all applicants on **Thursday 4th June 2026**.
3. Each candidate will be asked to teach a lesson and will have a formal interview on **Tuesday 9th June 2026 or Wednesday 10th June 2026**.

DATA PROTECTION STATEMENT

Information that you provide for the purpose of your application will be used as part of the recruitment process. Any data supplied will be held securely and access restricted to those involved in dealing with your application and the recruitment and selection process.

Once this process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed. If you are the successful candidate, your application form will be retained and will form the basis of your personnel record. Information provided on the Diversity Monitoring Form is separated from the application form prior to shortlisting and will be used to monitor the school's equal opportunities policy and practices.

All processing of personal data by the school is undertaken in accordance with the principles of the Data Protection Act 1998 and GDPR Regulations 2018.

Safeguarding Children

MY Schools Together is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

MY Schools Together Professional Offer

The federation takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage all staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and would welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety and in-school policies.

Expectations:

- All staff respect and promote British Values.
- All staff are committed to continually improving their teaching or professional skill set.
- All staff engage positively in training and support programmes.
- All staff read and follow the policies and procedures.
- All staff recognise that we work together as a team to enrich students' learning and improve outcomes.

We offer:

- Teachers' Pension Scheme
- Professional Development Opportunities
- Well-being services including – 24hr GP, Medical Screening, Operation Support, Physiotherapy, Counselling Services and much more.
- Staff room

DISCLOSURE

Post: Class Teacher (Key Stage 2)
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Level of Disclosure Required	Enhanced
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The post that you have applied for meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. If you are shortlisted for the post, you will be asked to reveal any convictions, cautions, final warnings and reprimands, but these will not be looked at unless you are selected for the position. All applicants who are offered employment will be subject to an enhanced DBS check, which will be made with the Disclosure & Barring Service.

The federation is an equal opportunities employer and is committed to eliminating prejudice in employment and taking positive action to counter any effects of disadvantage.

We recognise that people with criminal convictions face discrimination when seeking employment and so have procedures as part of the recruitment and selection process to guard against further disadvantage.

ANY INFORMATION WILL BE TREATED IN THE STRICTEST CONFIDENCE AND YOU WILL ONLY BE PREVENTED FROM OBTAINING EMPLOYMENT IF THE FEDERATION CONSIDERS YOU HAVE A CRIMINAL RECORD THAT MAKES YOU UNSUITABLE FOR THE POST IN QUESTION.

The federation will ignore convictions which are not relevant to the post you are applying for. If a conviction may be relevant, the appointing panel will carefully consider the nature of the offence and the requirements of the post. The panel will also look at when the offence occurred and if there is a pattern of unrelated offences. Some serious offences will, however, almost certainly prevent the panel from making an appointment.

The Code of Practice issued by the Disclosure & Barring Service, which guides the federation's use of Disclosures in Recruitment, is also available from the Business Manager upon request.

Recruitment Privacy Notice

Policy Statement

As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you with the shortlisting panel and Admin staff during your application process.

Up to and including shortlisting stage:

- your name and contact details (i.e. address, home and mobile phone numbers, email address), national insurance number;
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), teacher number (if applicable), membership of professional bodies and interests;
- details of your referees;
- whether you are related to any member of staff, governors or directors/trustees; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

Following shortlisting stage, and prior to making a final decision

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- medical check to indicate fitness to work;*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect will be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from about during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the federation to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful, then how long we need to hold on to any information will depend on the type of information.

If you are unsuccessful, we will hold your personal data only for six months, after which time it will be securely deleted/destroyed.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact: Stephen Mould – Business Manager

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data.
- Have inaccurate or incomplete personal data about them rectified.
- Restrict processing of their personal data.
- Object to the making of decisions about them taken by automated means.

- Have your data transferred to another organisation.
- Claim compensation for damage caused by a breach of their data protection rights.

If an individual wants to exercise any of these rights, then they should contact Stephen Mould – Business Manager. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request, then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data, then we ask that they contact our Data Officer in the first instance. However, an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

JOB DESCRIPTION

Job Title: Class Teacher	
Directorate: People, Communities and Society	MY Schools Together
Grade: Main Pay Scale	Accountable to: Executive Headteacher & Head of School
Hours : 32.50	

Purpose of the Post:

1. To be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all.
2. To be responsible and accountable for achieving the highest possible standards in work and conduct.
3. To treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
4. To work proactively and effectively in collaboration and partnership with learners, parents and carers, governors, other staff and external agencies in the best interests of pupils.
5. To act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current Federation Teachers Pay and Conditions Document and Teacher Standards.
6. To take responsibility for promoting and safeguarding the welfare of children and young people within the Federation.

Responsibilities

All teachers are required to carry out the duties of a School Teacher as set out in the current Schools Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the Federation.

Teaching and Learning

1. To teach the curriculum as relevant to the age and ability of the pupils you are responsible for.
2. To be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
3. To be accountable for the attainment, progress and outcomes of the pupils you teach.
4. To ensure a clear understanding of the needs, capabilities and prior knowledge of all pupils, including those with special educational needs and disabilities; gifted and talented; EAL; pupil premium; and be able to plan teaching differentiation appropriately, use and evaluate distinctive teaching approaches and behaviour management to engage and support them, demonstrating knowledge and understanding of how pupils best learn.
5. Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
6. If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
7. To plan and coordinate class assemblies in line with Federation policy.
8. To maintain a thorough and up-to-date knowledge of the curriculum and the wider curriculum developments which are relevant to the teacher's work.
9. To ensure that the learning environment is organised, safe and stimulating.
10. To contribute to leadership of a curriculum subject.

Marking, assessment and reporting

1. Use an appropriate range of observation, assessment, monitoring and recording strategies in line with Federation policies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
2. Make accurate and productive use of assessment and relevant data to monitor progress, set targets, and plan subsequent lessons securing pupils' progress.
3. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
4. Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
5. Participate in arrangements for examinations and assessments in line with Federation policy.
6. To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of pupils' progress according to Federation policy.
7. To complete accurate reports on pupils' progress for parents and communicate with parents of pupils about their progress as appropriate according to Federation policy and the Federation calendar.

Supervisory responsibility

1. The class teacher will be responsible for the management of teaching assistants and other adults working with their class.

Behaviour and Safety

1. Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
2. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
4. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
5. Have high expectations of behaviour, promoting self-control and independence of all learners.
6. Carry out playground and other duties as directed and within the remit of the current Federation Teachers' Pay and Conditions Document.
7. Be responsible for promoting and safeguarding the welfare and discipline of children and young people within the Federation and report any concerns following Federation protocol/procedures. Any issues of Child Protection must be reported immediately to the Executive Headteacher/Head of School and staff should never promise absolute confidentiality.
8. To comply with Health and Safety policy and undertake risk assessments as appropriate.

Team working and collaboration.

1. Participate in any relevant meetings/professional development opportunities at the Federation, which relate to the learners, curriculum or organisation of the Federation including pastoral arrangements and assemblies.

2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
3. Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
4. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the Federation.
5. Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document
6. To conduct a termly / annual review with each individual student according to Federation policy.
7. To help collate and act on any information passed on which concerns students within the class.
8. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.
9. To fulfil supervision duties in Federation in line with Federation policy.
10. To contribute to Federation activities and enrichment for students.

Wider Professional Responsibilities

1. Work collaboratively with others to develop effective professional relationships.
2. Deploy support staff effectively as appropriate.
3. Communicate effectively with parents and carers with regard to pupils' achievements and wellbeing using Federation systems and processes as appropriate and encourage good and positive relationships with parents and carers.
4. Make a positive contribution to the wider life and ethos of the Federation.
5. Communicate and cooperate with relevant external bodies.

Administration

1. Register the attendance of and supervise learners, before, during or after Federation sessions as appropriate
2. Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

1. To participate professionally in the Federation's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the Federation.
4. To make an active contribution to the policies and aspirations of the Federation.
5. To undertake any other duty as specified by STPCB not mentioned.

General

1. To have professional regard for the ethos, policies and practices of the Federation and maintain high standards in your own attendance and punctuality.
2. To support the Federation's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.
3. Perform any reasonable duties as requested by the Executive Headteacher/Head of School from time to time up to, or on a level consistent with, the principal responsibilities of the job.

Contacts:

Pupils, parents, staff, governors, visitors to the Federation, professionals from outside agencies, teachers from other schools.

Special Conditions:

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

PERSON SPECIFICATION
JOB TITLE: Class Teacher

Essential Criteria or Requirements	Method of Assessment	
	Application Form	Interview process
Educational Qualifications		
Qualified Teacher Status	✓	
Degree	✓	
Experience		
Relevant experience of working with children in a primary school setting	✓	✓
Experience of teaching in Key Stage 2	✓	✓
Professional Knowledge and Skills		
Secure understanding of a broad based primary National Curriculum	✓	✓
Ability to plan, implement, monitor, record and evaluate children's learning effectively in accordance with school policies and the requirement of the National Curriculum	✓	✓
The ability to motivate pupils to enjoy learning and to achieve their full potential.	✓	✓
Ability to use a range of assessment for learning strategies	✓	✓
Ability to utilise appropriate strategies for managing children's behaviour in order to maximise their learning.	✓	✓
Ability to set up and maintain an attractive and purposeful learning environment which is relevant to the children's needs and challenges their potential	✓	✓
Good interpersonal skills, the ability to empathise with young people and build positive relationships with students, parents and colleagues	✓	✓
The ability to communicate relevant information effectively to other staff members, parents, governors and other agencies and liaise effectively	✓	✓
A good understanding of inclusion issues including EAL, SEN, gender issues etc	✓	✓
Excellent ICT skills to support learning, teaching, assessment and organisation	✓	✓
Knowledge of the Code of Practice for Special Educational Needs for teaching and learning	✓	✓
Willingness to contribute to enrichment and extension activities.	✓	✓
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	✓
Ability and enthusiasm to take on a specific responsibility and share curriculum expertise	✓	✓
Personal Skills		
Excellent self-organisational skills	✓	✓
Professional reliability re attendance, punctuality and deadlines	✓	✓
Willingness to participate in learning opportunities after school when appropriate	✓	✓
A commitment to personal professional development and supporting the development of a professional learning community within the school	✓	✓

Understanding of and a commitment to the school's Equality Policies and the ability to promote and implement these in the classroom	✓	✓
Displays commitment to the protection and safeguarding of children and young people	✓	✓
The ability to work as part of a team	✓	✓
The ability to use own initiative	✓	✓
A commitment to working with all stakeholders in school	✓	✓

This person specification lists the essential requirements that are necessary to do this job and how these will be assessed. In your application you should state clearly how you meet the requirements which are being assessed by this method, as the panel will reach a decision on whether to short-list you or not based on the information you provide.