



Oldfield Brow
Primary School

Recruitment Pack

Role:	Class Teacher
Salary:	Main Scale
Temporary/ Permanent:	One Year Temporary (initially)

Letter to Applicants

Dear Potential Candidate,

Thank you for your interest in the teaching opportunity at Oldfield Brow Primary School. We are delighted that you are considering joining our dedicated and dynamic team.

At Oldfield Brow, we are passionate about providing a learning environment where children are nurtured, challenged, and inspired to achieve their full potential. Our school motto, "**Inspire the Exceptional**", is at the heart of everything we do - not only for our pupils but also for our staff.

Our core values of **Respect, Innovation, Reflection, Aspiration**, and **Collaboration** are embedded in the daily life of the school. We are committed to fostering a culture where respect is mutual, innovation is encouraged, reflection drives growth, aspirations are high, and collaboration enhances success for all.

We are proud of our vibrant and diverse school community, based in the thriving town of Altrincham. Our school reflects the richness of the local area, and we celebrate the unique backgrounds, cultures, and experiences of our pupils and families. This diversity enhances our learning environment and helps us to nurture compassionate, curious, and confident young people who are ready to thrive in a global society.

As an Early Excellence Partner School, we are proud to be part of a national network that champions high-quality early education and child development. In addition, we are fortunate to have a Literacy Specialist on staff, offering expert support in driving outstanding literacy outcomes across the curriculum.

We are also a Voice 21 Oracy School, placing high value on developing pupils' speaking and listening skills. Through a rich oracy curriculum, we empower children to express themselves clearly, confidently, and respectfully — skills that are fundamental to their success both within and beyond the classroom.

Professional growth is central to our ethos. We are committed to personal and professional development, providing all staff with meaningful opportunities to grow, reflect, and lead. Whether through mentoring, coaching, or collaborative practice, you will be supported every step of the way.

We are looking for a passionate and reflective teacher who shares our values and is excited to contribute to a vibrant and innovative school community.

Thank you once again for considering Oldfield Brow Primary School. We hope you will take this opportunity to join us in our mission to **Inspire the Exceptional**.

With very best wishes,

James Cash

Mr James Cash
Headteacher

Safeguarding Statement

Oldfield Brow Primary School, as an employer, is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the school on its behalf.

The successful applicants' appointments will be subject to an enhanced DBS disclosure and online checks.

Our School's Vision and Values

At Oldfield Brow, we believe that every child is exceptional.

Motto and Mission: "Inspire the Exceptional"

Vision: Oldfield Brow School's purpose is to inspire the exceptional potential of all members of our school community by empowering confident, independent learners who have the right attitude and knowledge to thrive in a changing world.

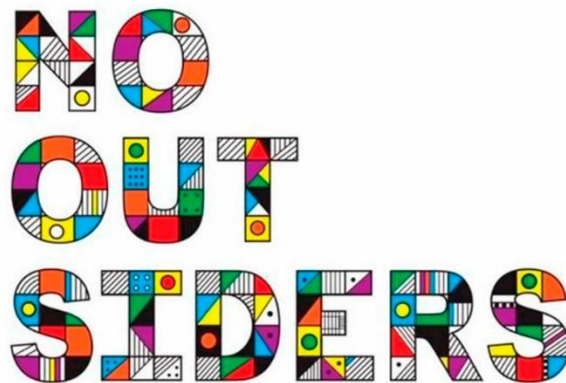
Values: To achieve this vision, we expect all members of our school community to be:

- Respectful global citizens (**RESPECT**)
- Reflective, resilient learners (**REFLECTION**)
- Innovative challenge seekers (**INNOVATION**)
- Effective communicators and collaborative team members (**COLLABORATION**)

In order to both recognise and aspire towards their limitless potential (**ASPIRATION**).



At Oldfield Brow, we celebrate what makes each child unique. Rooted in the values of the UNICEF Rights of the Child, our school embraces individuality, promotes equality, and fosters a strong sense of belonging. We are proud to be a diverse, inclusive community where no child ever feels like an outsider and every child's voice matters.



EVERYONE IS WELCOME IN OUR SCHOOL.
No one is the same, but everyone is equal.

Advert: Temporary Class Teacher Vacancy from 1st September 2026 to 31st August 2027 (initially)

The Governing Body and Children of Oldfield Brow Primary School are seeking to appoint an exceptional, inspirational and dedicated teacher to join our large committed staff team from September 2026. This post will initially be temporary for one academic year but may be extended.

We are looking for an exceptional candidate to join our team as we develop the future of our school to ensure that every child is able to **“thrive within a changing world”** (School Vision). At Oldfield Brow, we have one simple belief, **“At Oldfield Brow, we believe that EVERY child is exceptional”** and can be summarised by our school motto, in which all members of the school community aim to:

“Inspire the Exceptional”

Oldfield Brow Primary School is a highly aspirational school that places the children at the heart of school improvement and decision making.

We are very proud of our school and are seeking to appoint a teacher who:

- Is an excellent classroom practitioner who is focused on inspiring the exceptional potential of all learners in both their academic and personal development;
- Is able to adapt teaching and approaches to ensure all learners make at least good progress from their starting points;
- Is a proactive and engaging team member who works collaboratively as part of a dynamic team to ensure excellence across all aspects of the school's work;
- Is keen to develop innovative ways to ensure all children make exceptional progress and have the knowledge and attitude they need to thrive in our changing world;
- Is energetic and enthusiastic and committed to their own professional development;
- Is a reflective practitioner who is able to adapt the curriculum sequencing and teaching techniques to ensure all children are able to reach their challenging targets;
- Is committed to inclusive quality first teaching to ensure that all pupils, regardless of their starting points, are able to aspire towards their limitless potential.

In return, we can offer the successful candidate:

- Happy, polite, well-behaved and successful children who really do make their teachers proud to be in school each day.
- A happy and dedicated staff team that is committed to achieving the highest academic outcomes and excellent personal development of all learners.
- A newly formed leadership team that is firmly focused on research-informed school improvement and staff development as a way of securing the best, fully inclusive, teaching and learning experiences for our children.
- Dedicated and enthusiastic parents/carers who want to work with professionals to secure the best outcomes for their children.

This school is committed to safeguarding children and young people and expects that all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS check and prohibition of teaching. Two professional references will also be required. Please call the school office on **0161 926 8646** should you wish to visit our school. Please complete a Trafford teaching application form and return applications to the school addressed to the Headteacher or via email: office@oldfield-brow.com.

Closing date: Tuesday 14th July 2026

Interviews will be held on: Monday 20th July 2026

Job Description: Class Teacher

- **Salary Range:** Main Scale 1 to 6

PART 1 - TEACHING
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impact on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. PLAN AND TEACH WELL STRUCTURED LESSONS
4(a) impart knowledge and develop understanding through effective use of lesson time
4(b) promote a love of learning and children's intellectual curiosity
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

6(b) make use of formative and summative assessment to secure pupils' progress

6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons

6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy

7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

8(a) make a positive contribution to the wider life and ethos of the school

8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

8(c) deploy support staff effectively

8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues

8(e) communicate effectively with parents about pupils' achievements and well-being

PART 2: PERSONAL AND PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school

(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

(b) having regard for the need to safeguard pupils' well-being, by statutory provisions

(c) showing tolerance of and respect for the rights of others

(d) not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

(e) ensuring that personal beliefs are not expressed in ways that exploit pupils' vulnerability or might lead them to break the law

Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality

Understand, and always act within, the statutory frameworks that set out their professional duties and responsibilities.



Personal Specification: Class Teacher

Notes to applicants:

- Oldfield Brow Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.
- The **essential criteria** are the qualifications, experience, skills or knowledge you must demonstrate that you have in order to be considered for the job.
 - You must provide evidence, giving examples from paid or voluntary work, activities and events that demonstrate your abilities.
 - Try to be reflective and analytical rather than descriptive and ensure that your own involvement/ contribution is clear.
 - If you choose to write about personal interests, please relate these to how they enhance the quality of teaching and learning you provide.

The following shows how the school will establish whether an applicant meets the criteria:

- AF – Application Form
- I – Interview
- O – Observation
- Q – checking qualifications

Selection Criteria	How identified?	Essential?
Qualifications		
Qualified Teacher Status	AF/Q	ESSENTIAL
Evidence of continued professional development.	AF/I	DESIRABLE
Professional Values and Practice		
Understanding of the professional values of teachers and the Teaching Standards.	AF/I	ESSENTIAL
Has the highest expectations of themselves, their pupils, and all members of the school community linking with the school's ethos, vision and values.	I/O	ESSENTIAL
Understanding of the professional standards of behaviour expected by teachers as per the Teaching Standards and school policies.	AF/I	ESSENTIAL
Understanding of the current legal requirements, national policies and guidance on the safeguarding of children including a personal commitment to child protection and the wellbeing of children.	AF/I	ESSENTIAL
Experience in successfully leading a curriculum subject including curriculum sequencing and monitoring of impact.	AF/I	DESIRABLE
Knowledge and Understanding		
Knowledge and experience of developing and maintaining a safe, purposeful and effective learning environment	AF/I	ESSENTIAL

Knowledge of how to raise the attainment for all children including those with SEND.	AF/I/O	ESSENTIAL
Understanding the role of other professionals in the school and wider in maximising pupil progress.	AF/I	ESSENTIAL
Ability to analyse problems and provide creative and innovative solutions to resolve them.	AF/I	ESSENTIAL
Planning Expectations		
Knowledge and experience of curriculum planning including an in-depth knowledge of the National Curriculum	AF/I	ESSENTIAL
An understanding of effective curriculum design including careful sequencing of knowledge.	AF/I	DESIRABLE
An understanding of the end points learners need to achieve across all curriculum subjects.	AF/I	DESIRABLE
A secure understanding of the different types of knowledge domains within effective curriculum design in order to ensure effective curriculum planning/sequencing.	AF/I/O	DESIRABLE
Teaching and Classroom Management		
Knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to adapt teaching and provide opportunities for all learners to achieve their potential.	AF/I/O	ESSENTIAL
Ability to form effective professional relationships with learners in a class and across the school as the basis for effective behaviour management.	AF/I/O	ESSENTIAL
Ability to use adaptive teaching methods to ensure that all learners regardless of starting points, are able to reach age-related expectations across all subjects.	AF/I/O	ESSENTIAL
Secure subject knowledge across all subjects within the primary curriculum.	AF/I/O	ESSENTIAL
Assessment		
Knowledge of a range of effective assessment techniques including effective feedback principles and formative assessment strategies.	AF/I/O	ESSENTIAL
Equality		
Knowledge of all legislation linking to the promotion and embedding of equality and diversity across all areas of the school.	AF/I	ESSENTIAL
Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social and linguistic influences.	AF/I	DESIRABLE
General Skills		
Ability to make a positive contribution within a school team and work collaboratively to achieve the mission of the school	AF/I/O	ESSENTIAL

Open to feedback, demonstrating enthusiasm and commitment to learn and improve	AF/I/O	ESSENTIAL
Strong communication skills and the ability to build relationships with pupils, parents and colleagues	I/O	ESSENTIAL
Accurate written communication skills with a high level of attention to detail	AF/I	ESSENTIAL
The ability to converse at ease with all stakeholders and provide advice in accurate spoken English is an essential requirement of this post.	I/O	ESSENTIAL

