



Samuel Allsopp
Primary & Nursery School

JOB APPLICATION PACK

Temporary Class Teacher KS1

Starting Date: September 2026

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8th June 2026

Dear Applicant,

Thank you for your interest in the post of Class Teacher at Samuel Allsopp Primary & Nursery School. We are seeking to appoint a dedicated and hardworking practitioner who is keen to make a real difference to our children for the academic year 2026-27. The vacancy has arising due to a member of the team going off on Maternity Leave and school now needing to fill this position on a temporary basis.

Our school has made significant progress over recent years and under its new name, vision and values is really moving forward at pace. The expertise in school to support a new member of staff is particularly strong and also to ensure that the successful candidate becomes an integral and welcomed member of our school team.

Our school is a very special place, and a really good environment to develop as a practitioner. Many previous staff members have progressed onto other positions of leadership as a result of the rich and diverse experiences they have gained at our school. Based over two sites, our is a hub for the local community. Over the years, the school has formed a close bond with parents and worked with many stakeholders to get the best for the children. The children are happy, resilient and well-behaved – they appreciate everything that we do to support them. When they step outside of school, the children represent our school in exemplary fashion, in spite of many coming from a diverse range of home backgrounds and challenges. If you are looking for a rewarding and uplifting career opportunity then this is for you.

Visits to our school are warmly welcomed and we have a number of dates available, to give all candidates a tour of both sites and the time to chat with myself about the work we've already started. There will be plenty of time to ask questions and share a brew! Please note - Our school is committed to the protection and safety of its pupils. On interview applicants will be asked to produce two forms of identity, one of which must be photo identification (driving licence or passport). Interviewees must also bring original documentation of the required qualifications. We will ask to see the certificates that verify qualifications cited in your application. If originals cannot be produced, written confirmation of the qualification(s) should be obtained from the awarding body. Successful applicants will be subject to enhanced DBS checks.

Applications need to be sent by email to office@samuelallsopp.staffs.sch.uk by 9 am on Thursday 25th June. Interviews will be held on Monday 29th June 2026. Upon appointment, school will try to negotiate a start that is as soon as practically possible.

We look forward to hearing from you.

Yours faithfully,



Mr L Smith
Headteacher



Samuel Allsopp

Primary & Nursery School

INFORMATION – June 2026

Our community

We are a two site, two form entry school with our Nursery and Reception to Year 2 classes plus the Speech and Language Centre based at our Lower Site and our Year 3 to Year 6 classes based at our Upper Site

We currently have around 370 pupils across our two sites and Speech & Language Centre. The majority of our families are from a minority ethnic community where over 90% of our pupils are bilingual or multilingual. More recently we have admitted a number of pupils with a variety of cultural and linguistic backgrounds including families from Eastern Europe. We are very proud of our children's cultural heritage and take every opportunity to promote and celebrate our diversity. Since September, we have had over 50 new arrival children from abroad, join our school and experience English schooling for the first time.

Accommodation

The Victoria Road site is housed in a Victorian building 152 years old containing a new purpose-built Early Years Centre for our Nursery children. The accommodation consists of spacious well-equipped classrooms as well as a hall, gym, library and our Speech and Language unit. The Speech and Language Centre is a County funded resource for 20 pupils with Developmental Language Disorder and/or Speech Sound Disorders who experience a wide range of difficulties with communication and any associated problems. The Centre functions as part of the school and as such staff and pupils participate in all aspects of school life.

The Upper Site which opened in September 2015 is based on Belvoir Road in Burton upon Trent and comprises of a fifty-year-old refurbished building with a large playing field. Currently Year 3, Year 4, Year 5 and Year 6 are based at this site.

Staffing

The school has recruited both experienced and newly qualified staff. We currently have 17 teaching staff and 21 support staff plus our pastoral team, administration, lunchtime, catering and premises teams. We have strong links with local schools, colleges and universities and welcome into school a number of students following a variety of courses.

The school attracts additional funding to support our pupils learning needs including EAL and Minority Achievement Funding as well as a delegated budget to support mainstream pupils with learning difficulties.

Classroom Organisation

Children are organised in classes of up to 30 pupils in Key Stage 1 and Key Stage 2 except for our Speech and Language Centre. Additional teaching assistant support is provided in every year group. Staff are firmly committed to a team approach to facilitate children's learning and we are constantly reviewing and developing school policies and practices. Class teachers and support staff have regular planning meetings to ensure all staff are deployed effectively to ensure maximum benefit to children's learning through a differentiated curriculum.

Curriculum Development

The staff are working hard to refocus the curriculum to improve our standards and we have embraced many new schemes and ideas e.g. Power Maths, Destination Reader & Little Wandle.

Leadership and Management

We have a supportive Leadership Team consisting of Headteacher, Mr Lee Smith, who joined our school in January 2022, a Deputy Headteacher and another existing Assistant Headteacher. Our Teachers and Teaching Assistants play an important role in all aspects of the school and work incredibly hard for our children.

Extra-Curricular Activities

Our pupils are involved in a range of activities including football, cricket, dance, netball and games clubs, and after school clubs. We receive support from external groups such as Burton Albion who support lunchtimes and after school sports clubs for our pupils.

Inclusion

We use a variety of approaches to support children and families who may be encountering difficulties including nurturing and mentoring. We have a rigorous approach to screening pupils who may be finding learning more difficult. Our Special Needs Co-ordinator meets regularly with class teachers and we have a strong team of staff who directly support the teaching of SEND pupils across the school.

We hope this information will have been helpful to you. Should you require any further information please do not hesitate to contact us on **01283 247420** and ask for **Mr Lee Smith**.

In the interests of promoting a Healthy School we operate a no smoking policy.

This School is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Samuel Allsopp Primary & Nursery School		
Post Title	Salary	Start Date
Temporary Class Teacher	M1 – M6	September 2026

The school is committed to safeguarding children and young people. All successful candidates are subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check.

Person Specification for the post of Temporary Key Stage 1 Teacher

Prepared By: The Headteacher

Start Date: September 2026

Job Purpose:

1. To carry out teaching duties, as required
2. To carry out professional duties of a teacher, as described in the School Teacher's Pay and Conditions Document including those duties particularly assigned by the Headteacher.
3. To be responsible for the education and care of a class
4. To meet the expectations set out in the Teachers' Standards

Teaching and Learning

To carry out teaching duties, as agreed with the Headteacher, providing a model of excellence for colleagues. This will include, as required:

- Taking the responsibility for a class(es) of children
- Planning and delivery of the curriculum across the school, including developing schemes of work and medium term plans;
- Assessing, monitoring, recording and reporting on the learning needs, progress and achievements of children, making accurate use and productive use of assessment to inform teaching and learning;
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests (if applicable)
- To work in line with all school policies and procedures
- To undertake a significant role in maintaining a high standard of pupil behaviour and discipline, within the framework of the school policy and supporting other staff as necessary.
- To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.

Whole School Organisation

- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision

Health, Safety and Discipline

- Promote the safety and wellbeing of pupils
- Follow risk assessments, including on the environment, learning activities and contribute to individual pupil risk assessments, including those related to manual handling, trips and

visits

- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

Professional Responsibilities

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Working with colleagues and other professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues Personal and professional conduct
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Communication

- Communicate effectively with pupils, parents and carers

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Other areas of responsibility

- To prepare and present reports, as required to governors, parents or outside agencies.
- To lead a curriculum subject as required.
- To carry out duties and responsibilities in accordance with Health and Safety Policy and relevant Health and Safety legislation.
- To ensure that duties are undertaken with due regard to and compliance with the Data Protection Act and other legislation.
- To operate within the school's equal opportunities framework at all times.
- To attend meetings, in accordance with school policy

The teacher will be required to promote and safeguard the welfare of children and young people, and follow school policies and the staff code of conduct.

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, Current Education Acts, the required standards for Qualified Teacher Status, other current educational legislation. The job description may be amended at any time following discussions between the Headteacher

Please note that this is illustrative of the general nature and level of responsibility of the role. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or Deputy Headteacher.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • 1st or 2nd class degree • Qualified Teacher status • Qualified to teach and work in the UK 	<ul style="list-style-type: none"> • Completion of NPQ course
Experience	<ul style="list-style-type: none"> • Successful teaching experience across more than 1 primary year group (to include a KS1 or Reception class) • Teaching synthetic phonics to Key Stage 1 children • Planning lessons to include pupils with SEND within the mainstream class environment • Experience of managing and organising an effective learning environment • Experience of planning a curriculum for continuity and progression 	<ul style="list-style-type: none"> • Working with new to English pupils and EAL • Working in a school undergoing a rapid process of change • Leadership of a curriculum subject or improvement project in a school setting
Knowledge & Skills	<ul style="list-style-type: none"> • Sound working knowledge and understanding of the National Curriculum • Able to plan for the delivery of a broad and balanced curriculum which meets the needs of all learners • Knowledge of effective teaching and learning strategies to meet the needs of all pupils including those with special educational needs and vulnerable groups • Effective strategies for how children learn to read • Restorative strategies for supporting pupils with their behavior and to support them to identify and manage their emotions • Good oral and written skills • Up to date safeguarding training and 	<ul style="list-style-type: none"> • Little Wandle Phonics • Power Maths • Zones of Regulation • CPOMS • Continuous Provision

	<p>understanding of effective practices</p> <ul style="list-style-type: none">• Principles of effective feedback to pupils and assessment strategies	
Wider Responsibilities & Professionalism	<ul style="list-style-type: none">• Commitment to the school's new vision and ethos• Exceptional standards of professionalism towards all pupils, parents and staff.• Can demonstrate ambition for all pupils, regardless of need and high expectations• Commitment to nurturing and caring for children from all backgrounds• Maintain a positive disposition at all times, and calm under pressure	