



**Wood Bank School**

From strong roots we grow and blossom

# **Class Teacher**

Recruitment Application Pack

## TABLE OF CONTENTS

<b>Section</b>	<b>Page</b>
Welcome Message	3
Advert	4
Job Description	5 - 6
Person Specification	7 - 8
Safer Recruitment & Safeguarding	9
Shortlisting & Interview/Assessment	10

## WELCOME MESSAGE

Dear Applicant,

I would like to take this opportunity to thank you for expressing an interest in applying for this position at Wood Bank School.

Our school is a thriving Primary Special School based in Calderdale that caters for pupils with an extensive range of special education needs. We are driven by our strapline statement: *"From Strong Roots We Grow and Blossom"* and as a result offer personalised education for all our pupils to achieve their full potential. We promote teaching and learning via needs-based classes across four bespoke curriculum pathways titled: **Discover, Develop, Engage** and **Explore** delivered by our highly skilled and committed staff team.

Wood Bank pupils are enthusiastic, fun and inspiring as such, we are keen to appoint high quality teachers who are committed to making a significant impact to pupil outcomes. If you want to join a team that is open to innovation and change, we encourage you to apply.

The school is committed to safeguarding and promoting the welfare of children and young people. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information on Safer Recruitment.

Please read all the instructions for applying carefully and complete the application form in full. Do not attach any supplementary documents, as the application form is the only document we consider. If you require special arrangements during the recruitment process, please contact the school.

If this fantastic opportunity excites you, I look forward to receiving your application.

Kind Regards,



**Karen Muscat-Baron**  
**Director of People**

## ADVERT

**Position:** Class Teacher  
**Contract:** 2 year fixed term  
**Required:** April 2026  
**Salary:** MPS/UPS & SEN Point  
**Hours:** 5 Days per week

Wood Bank School is seeking to appoint an excellent teacher for April 2026.

**The successful candidate will have:**

- Proven experience as an outstanding practitioner
- A passion for special educational needs
- Excellent behaviour management skills
- Skills to establish positive relationships at all levels
- A strong desire to develop and grow professionally

**Our school can offer:**

- A friendly, specialist and dedicated team
- High quality professional development opportunities
- A commitment to career development and growth
- A positive culture that supports staff wellbeing
- Enthusiastic pupils who learn in needs-based classes
- Supportive leadership team

Applications are invited from prospective candidates who can demonstrate that they meet the essential criteria set out in the person specification.

**Closing date: Friday 17<sup>th</sup> April 2026 (9am)**

**Shortlisting: Friday 17<sup>th</sup> April 2026**

**Assessment Day: Monday 27<sup>th</sup> April 2026**

Wood Bank School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and re-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

Wood Bank School, Dene View, Halifax, West Yorkshire, HX2 6PB

**Tel:** 01422 884170

**Email:** [admin@woodbank.calderdale.sch.uk](mailto:admin@woodbank.calderdale.sch.uk)

## JOB DESCRIPTION

<b>Post Title</b>	Classroom Teacher
<b>Salary</b>	MPS/UPS & SEN
<b>Line manager/s</b>	Senior Leadership Team
<b>Supervisory responsibility</b>	Teaching Assistants

### MAIN PURPOSE OF THE JOB

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

### DUTIES AND RESPONSIBILITIES

All teachers are required to carry out the duties of a school teacher as set out in the current *School 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 school and against their career stage expectation objectives

### TEACHING

- Deliver the curriculum as relevant to the needs of the group that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on this demonstrating knowledge and understanding of how pupils learn.
- Have a secure understanding of special educational needs, using specialist techniques such as; Intensive Interaction, PECS and TEACCH
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Devise, implement and evaluate a range of individual programmes i.e., behaviour, feeding and physiotherapy plans to meet the Education, Health and Social needs of all pupils
- Use a variety of 'Assessment for Learning' strategies to monitor and evaluate pupil progress and inform the planning of future learning
- 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
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

### BEHAVIOUR AND SAFETY

- 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
- Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of the school
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### TEAM WORKING AND COLLABORATION

- Participate in pupil review processes
- Develop effective professional relationships with a range of stakeholders including; parents, governors, staff and multi-agency professionals
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### WIDER PROFESSIONAL RESPONSIBILITIES

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers to promote their understanding about pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies and multi-agency partners
- Make a positive contribution to the wider life and ethos of the school

### PROFESSIONAL DEVELOPMENT

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress and outcomes refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### OTHER

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Participate in support and outreach work as required
- Perform any reasonable duties as requested by the Senior Leadership Team

# PERSON SPECIFICATION

Please be aware that applications are assessed against the following criteria in the first instance.

1. Overall presentation
2. Use of standard English
3. Grammatical accuracy

**If an application does not meet the expected standard, it will not be considered against the person specification.**

ATTRIBUTES		E	D	Source
PHYSICAL	Be able to withstand the pressure of the job	✓		A, R
QUALIFICATIONS	Degree or equivalent	✓		A
	Qualified Teacher Status	✓		A
	Post-graduate study at master's level or above		✓	A
	Additional and/or further qualification relevant to Special Education Needs e.g., Autism, PMLD, Deaf/Blind		✓	A
EXPERIENCE	A consistent track record of good/outstanding teaching in a primary school setting	✓		A, R, I
	A secure understanding of assessment for learning	✓		A, R, I
	Experience of working with children who have a wide range of Special Education Needs	✓		
	Working with primary age pupils with severe/complex learning difficulties including Autism		✓	A, R, I
	Liaising with a range of stakeholders including parents and multi-agency professionals from within the fields of education, Health and Social Care		✓	A, I
PROFESSIONAL DEVELOPMENT	Evidence of relevant and ongoing professional development	✓		
KNOWLEDGE	Current knowledge of education practice/legislation linked to SEND	✓		A, I
	The ability to plan creative and interesting learning opportunities for pupils	✓		A, R, I
	Proven successful behaviour management strategies.	✓		A, R, I
	The ability to develop positive working relationships with pupils	✓		A, R, I

<b>CIRCUMSTANCES &amp; ATTITUDES</b>	Available to attend meetings and training outside of the school day	✓		A, R, I
	Readiness to accept and facilitate change	✓		A, I
	Good interpersonal skills	✓		A, R, I
	A commitment to working cooperatively in a team	✓		A, I
	Ability to take responsibility, give direction and support class teams	✓		A, I

**Codes**

E = Essential	D = Desirable	
A = Application Form	R = References	I = Interview

# SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

This school recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

Please note that online searches for shortlisted candidates will be completed as part of due diligence checks ahead of interview in accordance with the Keeping Children Safe in Education 2025 guidance.

## Applications

Wood Bank School uses Calderdale Council's Application Form for all advertised jobs.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by applying they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in referral to other professional regulatory bodies where appropriate.

## References

- A minimum of two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be sent for immediately after shortlisting.
- The school has a standard template which is used for all references.
- The school does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

**A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.**

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

## SHORTLISTING

Before the closing date, a panel will be created and after the closing date, the panel will match your skills/experience against the person specification.

**Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.**

## INTERVIEW & ASSESSMENT

The shortlisting panel will then conduct the arranged interviews and assessment process.

The panel will agree the assessment tasks and interview questions to be asked of each candidate. In addition to exploring the candidate's suitability for the post, the panel should explore:

- the interviewees attitude towards children and young people
- the interviewees willingness and ability to support the school's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidate's employment history
- any other concerns or discrepancies arising directly from the interview

The panel will then score the applicants on the assessment activities. A decision will then be made about the appointment(s).