



BISHOPS HULL PRIMARY SCHOOL

Welcome to Bishops Hull Primary School – we are a happy and successful village school on the edge of Taunton, and our dedicated and hardworking staff provide each pupil with the highest standard of education. We are regularly oversubscribed, and this is testament to our warm and friendly culture alongside high academic and behavioural expectations for all children.

Bishops Hull is a single form entry school with one class for each year group: we currently have 216 pupils from Year R to Year 6. There is also a separate nursery and pre-school on the school site. We are delighted to be a school of choice in our community and work closely with our neighbouring secondary, The Castle School which is also in the Trust.

A special place

Whilst we aim to ensure every child reaches their full potential academically, they are also taught that they can be successful in many different ways. Every child is unique and at Bishops Hull, we work hard to ensure that every child is nurtured and supported along their individual learning journey with us. We want to evoke curiosity and a love of learning and as we prepare our learners for the next stage of their educational journey, we want them to know more, remember more and do more.

Why Bishops Hull Primary School?

Bishops Hull Primary School is first and foremost a school where children feel safe, happy, confident and enthusiastic to learn. Our dedicated staff team work hard to ensure that both academic and pastoral care needs are at the heart of every decision made at Bishops Hull.

As a school we believe that both children and adults learn new things every day, building upon and retaining their existing knowledge.



BELIEF IN EVERY CHILD

We are committed to ensuring that all children including those from disadvantaged backgrounds and those living with identified special needs are equipped for their next stage of their education.

We maintain that learning should be a rewarding and enjoyable experience for everyone and that it should be fun and memorable. Through delivering coherently planned and sequenced, high quality learning opportunities we endeavour to equip children with skills, knowledge and understanding necessary to be able to make informed choices as they progress in their educational journey through Bishop's Hull primary School.

Richard Healey

Executive Primary Lead for The Blackdown Education Partnership (BEP)



Class Teacher - Bishops Hull Primary School
One day per week, Permanent
Teachers' pay scale M1 – M4

Start Date: 1st September 2025

We are looking for an inspirational class teacher who:

- Has outstanding classroom practice
- Will inspire children to develop a lifelong love of learning
- Is creative with high expectations of behaviour and achievement.
- Has a positive approach to behaviour management
- Is enthusiastic and dedicated with high expectations of themselves and others



What Bishop Hull Primary School offers:

- Enthusiastic and eager children ready to learn
- A hardworking, friendly, supportive and caring staff
- A commitment to professional development
- A nurturing and caring ethos across the school that focuses on nurturing the whole child, including high expectations for academic performance

If you are interested in this role and would like to book a visit, please email the school office at office.school@bishopshull.bep.ac

CVs are not accepted, please complete the application form in full. If you can meet the

Closing date: Monday 19th May at 9:00am

Interviews: Wednesday 21st May



Job Specification

Job Title: Class Teacher
Location: Bishops Hull Primary School
Responsible to: Headteacher
Salary Grade: Teachers' Pay Scale M1 to M4
Working time: 1 day per week

General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism.
- Participate

Teaching

- Set high expectations which inspire, motivate and challenge pupils by: Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes for pupils by:

- Being accountable for pupils' attainment, progress and outcomes.
- Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these.
- Guiding pupils to reflect on the progress they have made and their emerging needs.
- Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching.
- Encouraging pupils to take a responsible and conscientious attitude to their own



work and study.

Demonstrate good subject and curriculum knowledge by:

- Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings.
- Demonstrating a critical understanding of developments in the subject and curriculum areas and promoting the value of scholarship.
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Plan and teach well-structured lessons by:

- Imparting knowledge and developing understanding through effective use of lesson time.
- Promoting a love of learning and children's intellectual curiosity.
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflecting systematically on the effectiveness of lessons and approaches to teaching.
- Contributing to the design and provision of an engaging curriculum within the relevant subject areas.

Adapt teaching to respond to the strengths and needs of all pupils by:

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.
- Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment by:

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Making use of formative and summative assessment to monitor pupils' progress.
- Using relevant data to monitor progress, set targets, and plan subsequent lessons.



- Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment by:

- Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour for Learning Policy.
- Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicating effectively with parents with regard to pupils' achievements and wellbeing.
- Taking a subject leadership role across the school

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- 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.
- Ensuring that personal beliefs are not expressed in ways which exploit
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.



- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Organisation

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of pupils' work.
- Carry out additional tasks as reasonable expected under the direction of the headteacher.

Other responsibilities

- This role may involve traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than your normal working location, will be as per the Trust's travel policy.
- To undertake additional duties as required, commensurate with the level of the job. To contribute to the effective working of the school/team;
- Maintain positive, professional relationships with students, parents / carers and colleagues;
- Maintain a presence around the school to ensure that the highest standards of behaviour are upheld;
- To participate in induction training, staff review processes and professional development opportunities;
- Commit to Equal Opportunities and Anti-Discriminatory Practice.
- The School operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and vehicles;
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members;
- The post-holder is expected to familiarise themselves with and adhere to all



- relevant Trust Policies and Procedures;
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at;
 - The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

You have a duty of care for your own health and safety at work and that of others who may be affected by your actions at work.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to a satisfactory Disclosure and Barring Service (DBS) Enhanced Disclosure Certificate.



Person Specification

| Qualifications and training | Essential | Desirable |
|---|-----------|-----------|
| Qualified Teacher Status | ✓ | |
| A 2:1 or above degree in their subject area or a related subject | ✓ | |
| A postgraduate qualification, e.g. a master's degree | | ✓ |
| A first aid certificate | | ✓ |
| Skills and experience | | |
| At least two years of experience teaching within a school environment or, for early career teachers, work or voluntary experience in a comparable environment | ✓ | |
| Organising and participating in extracurricular activities | ✓ | |
| Conducting assessments, keeping records and producing reports on pupils | ✓ | |
| Implementing safeguarding procedures in schools | ✓ | |
| Experience teaching their subject within a school environment | | ✓ |
| Experience teaching key stage 1 or 2 pupils | | ✓ |
| Knowledge | | |
| A clear understanding of the subject's curriculum and examination specifications across key stage 1 and 2 | ✓ | |
| Sufficient knowledge to answer subject-related questions raised by pupils | ✓ | |
| An ability to use different teaching methods and adapt to cater for pupils' different needs | ✓ | |
| Knowledge of effective intervention strategies to improve the quality of teaching and learning | ✓ | |
| An understanding of relevant legislation and educational developments | | ✓ |
| An understanding of how assessment and attainment | | ✓ |

