

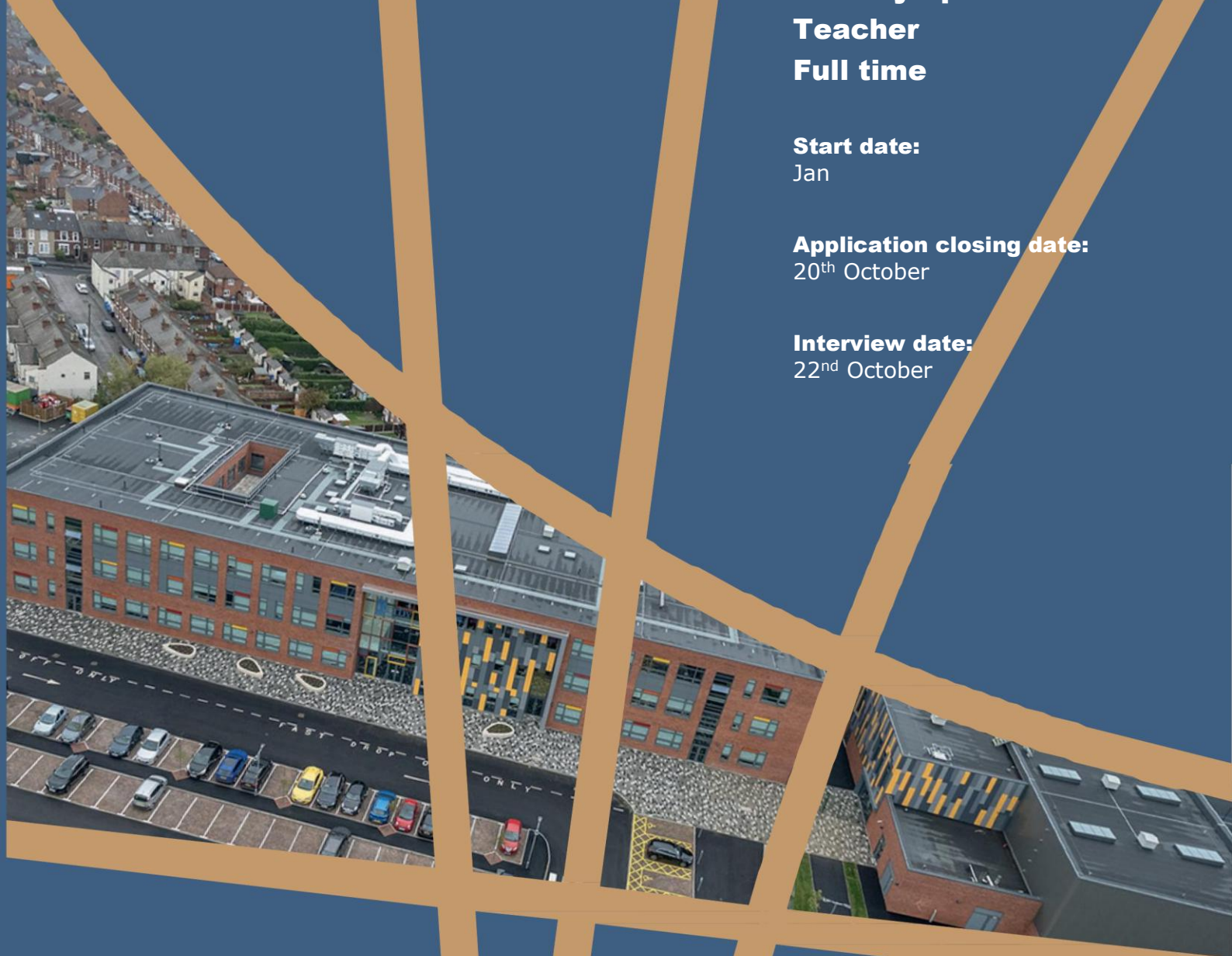
Application Pack

**Primary Specialist
Teacher
Full time**

Start date:
Jan

Application closing date:
20th October

Interview date:
22nd October



Welcome to our school

Dear Applicant,

Thank you for expressing an interest in a vacancy at Derby Cathedral School. On behalf of the whole school community, I extend you a very warm welcome.

I am delighted to welcome you to Derby Cathedral School, where I am proud to serve as Headteacher. Our school is a vibrant, values-led community built on high expectations and a belief that every child can achieve remarkable success. Inspired by John 10:10 – “I have come that they may have life, and have it to the full”, we are committed to ensuring our students experience life in all its fullness.

Learning here is shaped by both rigour and joy. Through our FAITH values, we set ambitious standards for behaviour and academic achievement, knowing that with clear structure, dedication, and support, every student can excel. Alongside academic challenge, we nurture character – fostering curiosity, resilience, and integrity so that our students grow into capable and compassionate contributors to society.

This post exists because of a simple conviction: a student who cannot yet read fluently, write confidently or calculate securely cannot access the ambitious curriculum we have built for them. Some of our students arrive in Year 7 with those foundations still to be secured. They are every bit as capable as their peers, and our job is to make sure the gap closes quickly rather than widening across key stage 3.

We are therefore looking for an experienced primary practitioner to bring specialist expertise into a secondary setting – someone who knows how reading, writing and number are built from the ground up, who can teach systematic synthetic phonics and foundational numeracy with precision, and who can work alongside secondary colleagues so that what happens in your room transfers into every other classroom. This is a role with genuine reach: you will shape how the school secures the foundations that make the rest of the curriculum possible.

Derby Diocesan Academy Trust (DDAT) are committed to Safer Recruitment practices and use a variety of methods throughout the selection process to ensure we are satisfied with candidates' suitability working with children within our schools. Upon offer of employment, we will apply to the Disclosure and Barring Service (DBS) for an enhanced disclosure which will give details of a person's criminal record.

This post is exempt from the Rehabilitation of Offenders Act 1974 and involves regulated activity with children. Please also note that if you have lived anywhere outside of the UK since the age of 18, you will require a certificate of good conduct from all the countries of residence. All applicants must have the right to work in the UK.

Please do take some time to read the key information below about our vision for the school and this post. Further, more detailed information can be found on our school website.

The next few years will be a very exciting time as we grow and develop together and we are looking for staff with a flexible approach and a desire to be part of an excellent new educational provision.

Andy Brown

Headteacher

School Vision



Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** We demonstrate fairness, equality and honesty.
- **Tenacity** We are determined and resilient when faced with challenges.
- **Humility** We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness'

(John 10:10)

About the role

Every student should be able to read, write, communicate and work with number confidently enough to access the full curriculum. Some students join us with those foundations still to be secured, including older students whose development in communication and language, reading, writing or mathematics is not yet where it needs to be for their age. Without those foundations, they are shut out of learning in every subject, every day. If the gaps are not tackled quickly and well, they widen, and they narrow the choices open to a young person at 16, at 18 and beyond.

Our approach is to help students keep up rather than catch up. That means identifying gaps early and closing them at pace, before they compound. In a secondary school, the reading demand of the curriculum rises sharply and quickly, so this is a pressing priority rather than a remedial afterthought.

This post exists to make that happen. The Primary Specialist Teacher brings primary phase expertise into key stage 3, working with students who join us with the foundations of reading, writing and number still to be secured, so that they move quickly into full access to the secondary curriculum. The role sits within our graduated response to inclusion and works closely with subject departments, the SEND team and our reading provision.

The emphasis throughout is on transfer and transition. Most of the timetable will be small-group teaching, because that is where precise, responsive instruction in reading and number is most effective. The role is deliberately not confined to it. You will also teach whole classes, work alongside subject teachers within their own lessons, and take individual sessions where a student needs them. What matters is that the foundations a student builds with you are used in their English, mathematics, science and humanities lessons. A significant part of the role is therefore working directly alongside secondary colleagues, modelling, advising and building their confidence in supporting students who are still securing foundational knowledge.

Job Description

Job Details

Job title	Primary Specialist Teacher
Department	Inclusion / Key Stage 3 Foundations
Reports to	SENDCo, with curriculum line to the Deputy Headteacher (Curriculum & Outcomes)
Hours of work	Full time (applications for part-time or flexible working are welcomed)
Salary	Teacher's MPS / UPS

Job purpose

- Secure the foundational knowledge in reading, writing, communication and mathematics that students need in order to access the full secondary curriculum, working principally with students in key stage 3.
- Bring specialist primary phase pedagogy – in systematic synthetic phonics, early reading, early writing and foundational number – into a secondary setting, adapted to the age and dignity of the students concerned.
- Teach across the core subjects of English, mathematics and science at a foundational level, and support access to the wider curriculum.
- Work flexibly across a range of groupings and settings – small group, whole class, individual and alongside subject teachers in their own lessons – according to the needs of students.
- Lead the transition work that enables students joining from key stage 2 below age-related expectations to make rapid progress and move into full mainstream participation.
- Build the capacity of secondary colleagues to support students who are still securing these foundations, so that gains transfer across the curriculum.
- Contribute to the development and realisation of the whole school core values, the aims, vision and ethos of the school.

Main duties and responsibilities

Teaching	• Teach an agreed timetable across a range of groupings. The majority will be small-group teaching, alongside whole-class teaching, individual sessions, and co-teaching or in-class work within mainstream lessons as students' needs require. • Deliver systematic synthetic phonics and structured early reading instruction with fidelity and precision, using age-appropriate materials that maintain student dignity. • Teach foundational numeracy – number sense, place value, calculation and the mathematical language that underpins secondary mathematics. • Teach across the core subjects of English, mathematics and science at a foundational level, and be prepared to teach beyond the primary phase specialism and outside these subjects, if directed.
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	• Plan lessons that engage students, provide genuine challenge, and are accessible given individual starting points. • Lead by example, achieving high standards of classroom practice and behaviour management. • Provide effective and timely feedback to students in line with school policy. • Register the attendance of students in every session.
Assessment and diagnosis	• Use diagnostic assessment – including phonics screening, reading age, fluency and standardised numeracy measures – to identify precisely where a student’s foundations are insecure. • Analyse key stage 2 outcomes, transition data and prior attainment to identify students requiring support before or immediately upon arrival in Year 7. • Set ambitious, specific targets and monitor progress frequently, adjusting provision at pace where progress is not rapid enough. • Report on the progress and impact of foundational provision to the SENDCo and senior leaders. • Maintain accurate records that evidence the impact of intervention on curriculum access, not only on test scores.
Curriculum and transition	• Develop, implement and review a coherent programme of foundational learning that is sequenced, cumulative and explicitly linked to the demands of the secondary curriculum. • Ensure the programme supports timely and sustained reintegration into full mainstream provision, with clear exit criteria rather than open-ended placement. • Work with feeder primary schools to strengthen key stage 2 to key stage 3 transition for students who will need this support, including early identification and information sharing. • Ensure the curriculum builds the subject-specific vocabulary and reading demands students will meet across all subjects. • Contribute to whole-school reading and literacy provision.
Working with colleagues	• Advise, model and coach secondary colleagues on adaptive teaching for students who are still securing foundational knowledge. • Work closely with subject departments so that strategies are applied consistently across the curriculum. • Contribute to the school CPD programme, sharing primary phase expertise on reading, vocabulary and early mathematics. • Liaise with the SENDCo, pastoral team, reading provision and external agencies to ensure a coherent response for each student.
Students	• Hold consistently high expectations, communicating to students that their current attainment reflects where their learning has reached and not their capability. • Ensure that special educational needs are met through effective liaison with the SENDCo and other staff. • Maintain, develop and apply effective rewards, sanctions and relational approaches in line with the school’s Behaviour Policy.

	• Support students' confidence, motivation and sense of belonging within the mainstream school community.
Parents	• Work with parents and carers through home/school correspondence, phone calls and meetings to ensure student wellbeing and academic success. • Explain provision, progress and next steps clearly to families, and support them to reinforce reading and number at home.
Performance management and personal development	• Co-operate with the appropriate member of the SLT to take part in performance management arrangements, in line with school procedures. • Create a team atmosphere and build effective working relationships with staff. • Participate fully in the school CPD programme, including training relevant to the secondary phase.
Pastoral and safeguarding responsibilities	• Address issues relating to the wellbeing, personal development and academic progress of the students you work with. • Monitor behaviour, engagement and wellbeing closely, escalating concerns promptly in line with the Safeguarding Policy. • Contribute to and deliver the school's pastoral programme and collective worship where relevant. • Liaise with parents and carers about any concerns or points of praise.
Other professional requirements	• Be a role model for the school's vision and values, including our FAITH character values of fellowship, aspiration, integrity, tenacity and humility. • Operate at all times within the policies and practices of the Trust and the school. • Set a good example through personal presentation and personal and professional conduct. • Contribute to the school's extra-curricular programme. • Participate in open evenings, parents' meetings, primary liaison events and other marketing and liaison opportunities.

Person specification

Qualifications and training

Essential	Desirable
• Good quality Honours degree in an appropriate discipline • PGCE or equivalent, with primary phase training, or equivalent relevant experience • Qualified Teacher Status • Training in a systematic synthetic phonics programme	• Accredited training in a structured literacy or reading intervention programme • Training in a structured numeracy intervention programme • Evidence of CPD relevant to SEND, speech and language, or adolescent literacy

Experience

Essential	Desirable
• Successful primary teaching experience, including key stage 2 • Experience teaching early reading and systematic synthetic phonics • Experience teaching foundational mathematics and securing number fluency • Experience teaching across the core subjects of English, mathematics and science • Experience of raising the attainment of pupils working below age-related expectations	• Experience of working in, or with, a secondary setting • Experience of key stage 2 to key stage 3 transition work • Experience of coaching or advising colleagues • Experience of developing curriculum, policies or practices

Knowledge and skills

Essential	Desirable
• Expert understanding of how reading, writing and number develop, and of the sequence in which foundational knowledge must be secured • The ability to teach phonics and early reading with fidelity, precision and pace • Secure understanding of foundational mathematics, including number sense, place value and calculation • The ability to use diagnostic assessment to pinpoint gaps and to plan precisely from the results • An understanding of the reading and vocabulary demands of the secondary curriculum, and how to prepare students to meet them	• Understanding of the particular needs of pupils with SEND, including speech, language and communication needs • Understanding of the Ofsted inspection framework as it relates to foundational knowledge and curriculum access • Understanding of current research on adolescent literacy and reading fluency • The ability to coach and mentor other teachers (in due course)

Essential	Desirable
• The ability to adapt primary pedagogy so that it is age-appropriate and preserves the dignity of adolescent learners • The ability to teach effectively across a range of groupings – small group, whole class, individual, and alongside a subject teacher in their own lesson • The ability to put in place effective, time-limited intervention with clear exit criteria • Good behaviour management skills and the ability to motivate young people who may have experienced repeated difficulty in learning • Good organisational skills and capacity to use ICT as an integral part of teaching	

Personal qualities

Essential	Desirable
• The ability to form good working relationships with colleagues, students and families • A conviction that every student can achieve, and the patience and persistence to see it through • Credibility and confidence in working alongside secondary subject specialists • The ability to prioritise and meet deadlines • A commitment to continued professional development • A commitment to safeguarding and to protecting and promoting the welfare of young people • An open mind to change and the unique circumstances found in a new and expanding school • A clear philosophy on how foundational learning is secured	• A desire and commitment to contribute to the wider school and its community • A willingness to support the extra-curricular activities and events of the school

Other

Essential	Desirable
• Good attendance/punctuality record • Enhanced DBS certificate and barred list check • Right to work in the UK • Flexibility	

As per the guidance in Keeping Children Safe in Education, online checks will be carried out on all shortlisted candidates, e.g. Google search, social media platforms, etc.

Job Review – This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.