ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment



MATERNITY COVER YEAR 6 TEACHER RECRUITMENT PACK

Required from 1 January 2027 - 31 August 2027

Closing date: 10am Thursday 19 November 2026

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Northway ~ Sedgley ~ Dudley ~ West Midlands ~ DY3 3PS
(01384 - 816610)
NOR – 327 (including Nursery)

YEAR 6 TEACHER

MPS or UPS (depending on experience)

We wish to appoint from 1 January 2027 - 31 August 2027 to join this successful primary school a teacher for a Year 6 class to cover a maternity leave.

The post would be suitable for an experienced Year 6 practitioner on the main scale or upper threshold.

This is an exciting opportunity to work in a school that is committed to achievement for all its pupils and ongoing professional development for staff.

We are looking for a candidate who is:-

- An excellent primary practitioner with high expectations;
- Successful in using strategies to raise standards;
- Inspirational and creative;
- Committed to continuous school improvement.

In return we offer:-

- Commitment to your professional development;
- A comprehensive induction programme;
- The opportunity to lead on initiatives;
- A hard-working and supportive staff team.

For further information and to download an Application Form please visit the School Website www.alder.dudley.sch.uk.

There are opportunities to visit the School for a tour or attend a teams briefing (details in pack). Please email the Deputy Headteacher Mrs M Shee – mshee@alder.dudley.sch.uk for either further details or to arrange a tour/meeting.

Closing date for applications: 10am Thursday 19 November 2026

Alder Coppice Primary School operates a safe recruitment process in line with Keeping Children Safe in Education and appointment to the post will be subject to suitable references, online checks and an enhanced DBS check. The School is committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Information about the School

Alder Coppice Primary School was built in 1967 and is situated in a pleasant part of Sedgley about a mile north-west of the town centre on the Northway Estate.



It was originally two separate infant and junior schools (5–7 and 7–11 respectively), with a nursery unit being added in the 1970s around the same time that the infant and junior schools became first and middle schools in September 1972. However, the first and middle schools merged to form a primary school in September 1988, and the two departments reverted to infant and junior in September 1990 when the age of secondary transfer was reduced from 12 to 11.

Alder Coppice Primary School currently has a Nursery and 2 classes in each year group Year 2 – Year 6 and one class in each of Reception and Year 1. There are approximately 327 children on roll.

The School is a Foundation School, having previously been Grant Maintained, and is within the Dudley Local Authority.

The School is accommodated in two buildings, separated by an internal service road. Both buildings have a hall, a library and offices. The Lower School building consists of the Foundation Stage and Key Stage 1 classes, a series of small group teaching and meeting rooms. The Upper School building houses all of the Key Stage 2 classes and the Staff Room. There is one mobile classroom and spacious grounds which contain four play areas and a playing field.

Alder Coppice Primary School operates a safe recruitment process and appointment to all posts will be subject to suitable references and an enhanced DBS check. The School is committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Mission Statement

EMBEDDING EXCELLENCE

Every Lesson Counts

Lessons planned and delivered with attention to detail to ensure pupil progression.

Pupil Progress =

One year of visible learning progress for one year of input, regardless of academic achievement when they begin.

Vision Statement

A school renowned and acknowledged for its focus on all aspects of pupil development and excellent teaching, for the quality of learning delivered through an exciting and stimulating curriculum, based on high expectations of all.

Ethos Statement

We respect each other, expect our best and learn in a happy school.

Our Values

Respect - Responsibility - Honesty - Caring – Consideration

Respect & Responsibility Code

Stay Safe - Be Kind - Work Hard

ALDER COPPICE PRIMARY SCHOOL

Achievement through Commitment

Curriculum Vision Statement

An ambitious, challenging and inclusive curriculum, which has a well-sequenced progression of knowledge.

Aim of our Curriculum

- ❑ *Know More*
- ❑ *Remember More*
- ❑ *Do More*

KNOWING

Curriculum Content

Facts – Know that
Methods – Know how
Conceptual – Know why
Strategies – Know when

"If nothing has been retained in long-term memory, nothing has been learned."

Kirschner, Sweller & Clark

What matters most is not whether the teacher has taught it, but whether the children learned it.

Information about the Post

Thank you for your interest in the Year 6 Maternity Cover **Teacher** post at Alder Coppice Primary School.

Information about the Post
We wish to appoint on a fixed term contract from 1 January 2027 – 31 August 2027 to join this successful primary school a full-time Year 6 teacher. Please note that we would consider a part-time arrangement if appropriate. This should be discussed with the Deputy Headteacher prior to applying.

Visits and Further Information
There are opportunities to visit the School or attend a Teams briefing session which will provide details about the School, the post and answer any questions. To arrange either of these or for additional information or queries please contact the Deputy Headteacher, Mrs M Shee on mshee@alder.dudley.sch.uk

Application Process
Please complete the School's Application Form which includes a Supporting Statement, which should outline:

>your educational philosophy;
>how your experience to date will enable you to fulfil the job description;
>how you meet the requirements detailed in the enclosed job specification.

Application Forms, should be returned to the Deputy Headteacher by**, 10am Thursday 19 November via email to mshee@alder.dudley.sch.uk**

As a Foundation School we have our own Application Form. Please note that this Form is different to the standard Local Authority one. **Please make sure that you use the School Form, available on the School Website, when applying as we will not consider applications made on other Forms.**

Safeguarding
Alder Coppice Primary School operates a safe recruitment process in line with Keeping Children Safe in Education and appointment to the post will be subject to suitable references, online checks and an enhanced DBS check. The School is committed to safeguarding and promoting the welfare of all children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Interviews
It is intended that interviews will be held by Friday 4 December, so if you have not been contacted by this date, we thank you for your application, but regret that you have not been successful on this occasion.

****

Thank you for your interest and we look forward to receiving your application.

Sample Job Description

KEY STAGE 2
MATERNITY COVER TEACHER

1. Context

To contribute to the development of a strong, effective school with an emphasis on aspiration and attainment, delivered through strong classroom practice and a firmly held and demonstrated belief in the role of the School in developing citizens for the future. All staff will be committed to providing children with high quality education and care. Staff will demonstrate those philosophies which characterise effective schools – a commitment to education, to the needs and rights of all pupils and to the development of the School's community, with strong, mutually supportive relationships with parents, partner schools and the broader community. The Vision for the School will be reflected in its ethos, which will be that of achievement, aspiration, commitment, good citizenship and enjoyment.

2. Conditions of Service

You are required to carry out your duties under the Conditions of Employment of Teachers – contained in the School Teachers' Pay and Conditions Document.

3. Job Purpose

The class teacher's general duties are:- the education and welfare of a designated class in accordance with the requirements of the "Conditions of Employment of School Teachers" having due regard to the requirements of the National Curriculum, the School's aims, objectives and Schemes of Work and any policies of the Governing Board. To share in the corporate responsibility for the well-being and discipline of all pupils.

4. Teaching and Learning

Core Principles

4.1 Ensure every learner succeeds: set high expectations.

4.2 Build on what learners should already know from our taught curriculum: structure and pace teaching so that the mastery approach to teaching and learning enables children to know more, remember more and do more.

4.3 Make learning an enjoyable and challenging experience: stimulate learning through using appropriate teaching strategies to deliver our knowledge-rich curriculum.

4.4 Develop learning across the curriculum by using our teaching strategies that support our knowledge rich curriculum's progression of knowledge and skills.

4.5 Use assessment for learning that incorporate our teaching and learning strategies that make individuals reflective learners.

Role of the Teacher

Teachers are expected to:

4.6 Teach a challenging and knowledge-rich curriculum designed to enable all children to develop schemas and gain a deeper understanding of their learning in line with our mastery approach;

4.7 Recognise and be constantly aware of the needs of each individual child according to ability and aptitude;

4.8 Ensure that all teaching is progressive and has continuity;

4.9 Maintain an up-to-date knowledge of the National Curriculum and relevant programmes of study and allow all children equal access to the National Curriculum;

4.10 Work collaboratively with a shared philosophy and commonality of practice to ensure consistency and build own subject knowledge to teach lessons effectively.

.

5. Leadership of Teaching and Learning

Subject Leadership of an agreed area or aspect of the School.

6. Additional Duties

To undertake any other duties as reasonably required by the Headteacher.

7. Performance Management

To participate in the School's Performance Management system.

You must be aware of and comply with policies and procedures relating to child protection, health, safety and security, and data protection, reporting all concerns to an appropriate person.

8. General Data Protection Regulations (GDPR UK)

During the course of your employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of the General Data Protection Regulations UK.

9. Safeguarding & Child Protection

In accordance with the School's commitment to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education" and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people. You are required to have satisfactory Enhanced DBS clearance.

10. Confidentiality

To treat appropriate discussions and information received during the course of the job as confidential.

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Alder Coppice Primary School or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

11. Statement of Accountability

You are accountable to your Line Manager and the Headteacher for your work in the School.

12. Working Time

Working time is detailed in the Pay and Conditions Document.

13. Review

This job description will be reviewed. In addition, it may be amended at any time after consultation with you.

Signed_____ Teacher

Signed _____ Line Manager

Date _____

Job Specification

Attributes	Essential	Desirable	Evidenced Through
Qualifications & Training	A Degree Qualified Teacher Status Level 1 Safeguarding training	Further relevant Safeguarding training	Application Form Original documentation (Paper Qualifications)
Experience	Successful classroom teaching experience in Year 6 Experience of Year 6 tests	Experience of teaching in different schools	Application Form Application Form
Attendance & Reliability	Very good attendance and reliability Very good time keeping Professional commitment Professional dress		Reference Reference Interview Reference
Professional Knowledge & Skills	An understanding of the requirements of the National Curriculum Ability to use strategies that will continue to improve achievement and raise standards of attainment An approach which encourages active learning Very good communication skills at all levels Ability to meet deadlines		Supporting Statement Application Form Interview Application Form Interview References Application Form Interview References

Attributes	Essential	Desirable	Evidenced Through
		Knowledge of issues relating to additional educational needs	Application Form Interview References
Personal Qualities & Attributes	Reflective and evaluative practice		Application Form Interview
	The ability to enthuse, inspire and motivate young children		Application Form Interview
	Excellent self-management skills, including the ability to organise and plan one's own time effectively		Application Form & Personal Statement
	Attention to detail		Application Form Interview References
	Ability to establish good and productive working relationships, and work well in a team		Interview References
	Flexibility		References Interview

Teachers' Standards

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 impacts 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 with regard to pupils' achievements and well-being
PART 2: PERSONAL & 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, in accordance with 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 which 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.
Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.