**Heyford Park Free School**

**Camp Road**

**Upper Heyford**

**Bicester**

**OX25 5HD**

**T. 01869 232203**

**E. office@heyfordparkfreeschool.org**

**Head of Primary : Rebecca Hughes**

**Principal : Ms. Karen Healey**

Primary Class Teacher:

Salary Scale: Main Scale

Job Description:

At Heyford Park Free School, we strive for the best for every child. For them to be enthusiastic, creative, curious, independent, caring and kind. For them to achieve their potential through a “can do” attitude. We believe that children learn best when given good role models, a stimulating learning environment in the widest sense and when their eyes are opened to unlimited possibilities. At Heyford Park we are responsible for a child’s learning journey from Nursery all the way through to young adulthood. This is a privilege.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents, carers, Governors and the wider community in the best interests of their pupils. You will be responsible to the EYFS lead and the Head of Primary. We are all part of one team, and work together to enable children to achieve their potential.

As an enthusiastic and dedicated professional, you will

* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Plan and teach well-structured lessons
* Adapt teaching to respond to the strengths and needs of all pupils
* Make accurate and productive use of assessment
* Manage behaviour effectively to ensure a good and safe learning environment
* Fulfil wider professional responsibilities and demonstrate consistently high standards of personal and professional conduct

Further details on the above points can be found in the Teaching Standards. The job description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers’ Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the Department for Education.

The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual and Senior Leadership Team as required. Trade union representation will be welcomed

Person Specification: Primary Class Teacher (Reception focus)

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|  | ESSENTIAL | DESIRABLE |
| **QUALIFICATIONS & TRAINING** | | |
| QTS for primary education |  | Y |
| Minimum of degree-level qualification | Y |  |
| Evidence of continuing and recent professional development relevant to the post | Y |  |
| **TEACHING** | | |
| A ‘good’ or better classroom teacher | Y |  |
| An ability to engage, enthuse and motivate students and plan differentiated lessons to equal opportunity for all | Y |  |
| An ability to create a happy, challenging and effective learning environment for all | Y |  |
| Teaching experience in a Reception class |  | Y |
| Teaching experience over more than one Key Stage |  | Y |
| Knowledge of child development in the Early Years | Y |  |
| Involvement in developing effective and engaging teaching methods |  | Y |
| A solution-focussed mindset and determined “no-excuses” approach to raising standards | Y |  |
| **ASSESSMENT** | | |
| An understanding of the use of assessment to inform planning | Y |  |
| Evidence of improved student outcome | Y |  |
| The ability to understand and produce data regarding students and the important impact this can have on achievement and attainment |  | Y |
| An organised approach to tracking pupil achievement |  | Y |
| WIDER PROFESSIONALISM | | |
| An ability to relate to and engage with all stakeholders to build relationships and promote the best outcomes for children | Y |  |
| Ability to meet deadlines and maintain high professional standards at all times | Y |  |
| A willingness to engage with other professionals, across all key stages and with outside agencies, through training, formal and informal meetings and professional conversations | Y |  |
| Openness and willingness to learn | Y |  |
| Ability to develop good personal relationships within a team; making an effective contribution to high morale. | Y |  |
| Boundless enthusiasm, determination and drive to inspire others to achieve high standards | Y |  |
| Resilience and enthusiasm for change | Y |  |
| A willingness to participate in enrichment activities |  | Y |
| Discrete and aware of issues of confidentiality | Y |  |
| A lively, creative and good-humoured approach to all aspects of teaching, management and leadership | Y |  |