



nurture – inspire – excel

Teacher: Primary Phase

The successful candidate will:

- Have teaching skills that can motivate pupils
- Have a commitment to raising achievement and supporting school improvement
- Have the potential to be an outstanding classroom practitioner
- Have vision, enthusiasm, energy and dedication
- Be relentless about maintaining a consistently high standard of learning and teaching
- Can interpret data effectively to identify pupils who are underachieving and implement effective intervention
- Contribute, lead and monitor enrichment activities
- Be fully supportive of both the Christian and creative ethos of the school

Job description

In addition to meeting the Teachers' Standards, you are expected to:

- Carry out the professional duties of a main grade teacher as defined in the most recent School Teachers Pay & Conditions Document and the current Teachers' Standards requirements
- Apply high professional standards in whole school responsibility and contribute to improvement initiatives and school development planning as required
- Discharge other duties as required by the Principal within the scope and status of the post

Main Grade Activities and Responsibilities

Knowledge & expertise

- Behave in a positive and professional manner towards children, colleagues and parents at all times
- To keep up to date with current educational thinking and practice, by studying, reading and by attendance at appropriate courses, workshops and meetings as school duties allow

Teaching & Learning

- Be responsible for a class group of children, devising their individual learning programmes and securing their entitlement to a broad and balanced curriculum including the National Curriculum and Religious Education
- Be responsible for the management of any Teaching Assistant or Support Staff who may be working with the class, promoting a positive working relationship and reporting any difficulties to the Leadership Team promptly
- Promote positive discipline in the classroom with emphasis on an ongoing system of achievement and reward
- Support a positive environment, good pastoral care and behaviour management in the classroom and across the school, thus supporting the welfare of all pupils
- Teach ICT across the curriculum and use ICT for administrative tasks.

Pupil Progress

- Ensure planning, assessment, record keeping and recording is in line with school policy reflecting high expectations and broad learning opportunities to optimise the achievement of the pupils
- Ensure pupils' work is marked in accordance with our marking policy and in a way that will help the pupil to understand how to further improve
- Support good communication with parents through attending meetings and Parents Evenings as required
- Carry out SATs and other tests and assessments and compile and submit necessary information as required

Accountability

- Take part in the school's Performance Management Programme to support personal and school development.
- Take a full and active part in the school's Professional Development Programme and contribute actively to whole school improvement.

Resources deployment

- Maintain an attractive, tidy and well-managed classroom
- Ensure the classroom is prepared and resourced for an active programme of learning before the start of each school session
- Use PPA and any other classroom release time profitably for the betterment of the children's education and be able to account for this time as requested.

Primary phase role

- Take a lead in a subject area (not NQTs) as agreed with the Leadership Team, by supporting staff in policy development and practice in this area. To monitor this area through work scrutiny, discussion with staff, action planning, pupil voice and other ways agreed with SLT
- Draw up a Budget for resources for this area and present it to the SLT
- Manage and monitor any given budget in accordance with school policy and to ensure Best Value is obtained at all times.

Whole school role

- Contribute to producing and implementing all school policies.
- Contribute to the assembly and concert programme as required.
- Support and contribute to the school's extra-curricular programme.

Person Specification

The short-listing and interview process is based on these criteria. The method of assessment is as listed below.

Category	Criteria	Evidence
Qualifications	<ul style="list-style-type: none"> • Degree • Teaching qualification • A higher qualification in education and/or management would be an advantage but is not essential 	<ul style="list-style-type: none"> • Application form • Certificates
Experience	<ul style="list-style-type: none"> • Proven track record of raising educational standards • Curriculum experience • Participation in school events • Inspire, demonstrate and support the highest of expectations for all • An excellent classroom practitioner who can recognise and promote high quality teaching to meet the needs of all pupils 	<ul style="list-style-type: none"> • Application form • Letter of application • Selection process • References
Managing a curriculum area (NOT NQTs)	<ul style="list-style-type: none"> • Production and implementation of appropriate improvement plans and policies • Experience of monitoring and evaluation practices • Commitment to the benefits of collaborative working within a through school • Implement, lead and contribute to enrichment activities in their own and other curriculum areas 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Teamwork	<ul style="list-style-type: none"> • Liaison with a team and senior leadership • Effective partnership working with additional adults in the classroom and external agencies 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Ethos and community	<ul style="list-style-type: none"> • Identification with the school's distinctive Christian character and Church of England ethos • Commitment to develop the school's response to its changing community • Commitment to promoting community links and cohesion 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Desirable personal qualities & attributes	<ul style="list-style-type: none"> • Enjoys the humour and diversity of children • Passionate about subject area • Recent experience preferably gained in a second-charge role • An effective communicator • Resilient, energetic and enthusiastic • Leads by example with high professional standards 	<ul style="list-style-type: none"> • Letter of application • Selection process • References
Safeguarding children	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> • Letter of application • Selection process • References