



**Penn Wood Primary and Nursery School**  
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# Penn Wood Primary and Nursery School

Application Pack – Class Teacher

**Better Never Stops –  
Mastery Learning in Pursuit of Excellence**

## ***Mastery Learning in Pursuit of Excellence for all***

Please take some time to look at our school website and our film. The film explains our philosophy and the story of how we build our school around our 'Tree of Life' metaphor. Penn Wood continues to be a Good School (Ofsted, September 2018). Our vision is to be exceptional for all our children.

### **The Tree of Life at Penn Wood School**

The 'Tree of Life' visually represents the essence and vision of the school. We include all, celebrating diversity and minimising any barriers to learning. As the spirit of the school is totally inclusive, it is responsive to the varying needs and languages (approximately 40) of learners. The heart at the centre of the tree represents the all-important beliefs, attitudes and values of all learners. The tree is about the growth of the heart and mind - about a range of intelligences including emotional and spiritual intelligence.

I am very pleased to welcome you to Penn Wood Primary and Nursery School. We are able to offer an amazing environment for teaching, and creative and deep learning, through our innovative building and our outdoor areas including a woodland, a field and a pond. Our learning community combines high expectations for all with quality learning and relationships to ensure that every child achieves beyond their best. We also have expectations for behaviour of all children and for the conduct and professionalism of staff and the Board of Governors.

The curriculum is rigorous, rich, creative, relevant, broad and balanced; English and Maths are pivotal and are prioritised within each subject area. You can read the documents below to find out more about our curriculum. We have attained various quality marks – Basic Skills, Unicef Rights Respecting Schools' Award, ICT Quality Mark and Thinking Schools' accreditation in recognition of our work. In addition, we are recognised as a Centre of Excellence for 'Talk for Writing' and we offer training to other schools and Local Authorities. On occasion, we have hosted visits for teachers and Principals from other countries.

Ofsted deem us to be a good school and believe that many aspects of our work are outstanding. What matters to us is our desire to be exceptional for our children, particularly our most vulnerable. We are driven to support our children to become confident and capable citizens. We strive for a common culture, values and ethos across the whole organisation, ensuring that it is reflected consistently in both policy and practice. Our ethos promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different beliefs. We encourage children to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010 and we have recently purchased a range of new books to support our work in this area.

We provide a caring and secure environment for all children. Safeguarding our children and staff is of paramount importance to us. The school's Governing Board, Inclusion Team and our Special Needs Team are very supportive.

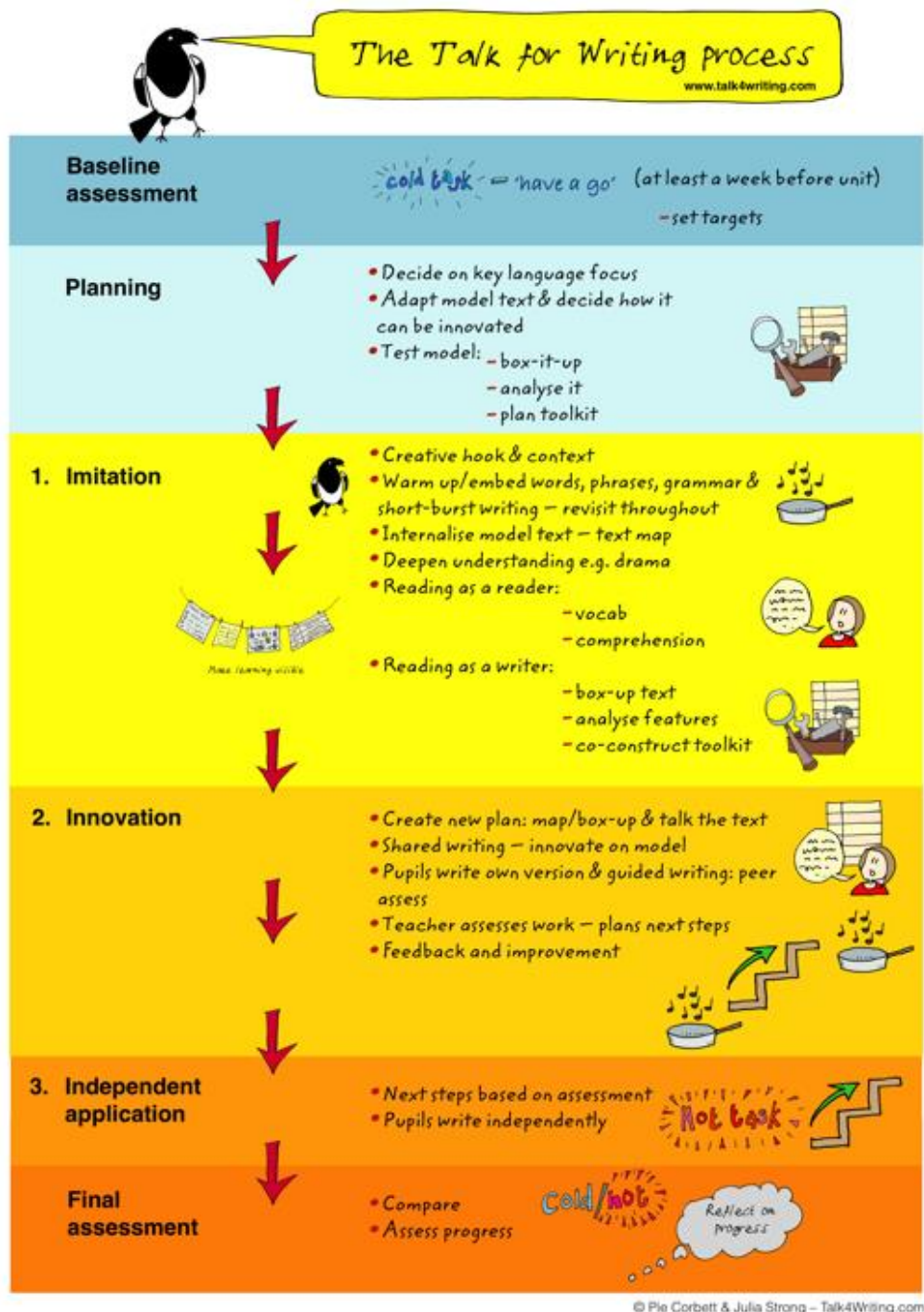
We look forward to meeting you and hope that Penn Wood is of interest to your professional career.

Jane Girle  
Headteacher

## Talk for Writing

We are a Talk for Writing Training Centre and train teachers from across the country.

Talk for Writing principles and practice are now firmly embedded across the school and have impacted positively upon standards in reading and writing, leadership practice across a range of areas and the development of an approach to professional learning with research at its heart. Talk for Writing, with its emphasis on feedback, collaboration and meta-cognition, has been key to improving standards. Pie Corbett has been pivotal in our school improvement work for five years or more and the school took part in the 'Transforming Writing' Research Project with the National Literacy Trust.



### High expectations of teachers and of children

**When planning lessons, we focus on what children will be made to think about rather than on what they will do.**

Learning happens when children think hard about subject content so we prepare lessons with this in mind. To develop a learning culture in which children produce high quality work:

- we set tasks which inspire and challenge children, and which are predicated on the idea of every child succeeding
- we develop a sense of whole-class pride in the quality of learning and a sense of peer pressure for children to keep up with the expected standard
- we provide children with exemplars that show them what a great piece of work looks like, which they can analyse in order to decide what makes them strong
- we instil the belief that quality means rethinking, reworking, and polishing so that children feel celebrated for returning to work and improving it.

### Mastery and scaffolding

**Providing various scaffolds which give children the opportunity to master the expected concepts is at the heart of mastery learning.** Underlying misconceptions and knowledge and skill gaps do need to be worked on but through appropriate scaffolding, which is withdrawn at the right time, children can master concepts. There are a number of options to choose from when deciding on the scaffolding required:

- generating and using success criteria
- showing excellence before children work
- worked examples to support modelling and explanations
- partially completed examples for deliberate practice
- lingering with the concrete and pictorial before working abstractly
- guided groups / use of adults.

### Formative assessment

**Teachers are sensitive to the needs of children and adjust their lessons to the here and now.** Children work best for the teachers who respect them, know their subjects, who are approachable and enthusiastic. The most effective teachers are relentless in their pursuit of excellence and are able to explain complex concepts and address misconceptions in a way which makes sense. Teachers plan lessons and sequences of lessons with clear, decontextualized learning objectives.

<b>Closed objective (knowledge)</b>	<b>Open objective (toolkit)</b>
Know number bonds to 10	Solve subtraction problems
Know the structure of a warning tale	Describe a character
Know the stages of the water cycle	Carry out a fair test
<b>Closed objective (procedural)</b>	
Multiply numbers by 10 and 100	
Punctuate speech accurately	
Classify materials	

Teachers co-construct success criteria with children to show how to meet those objectives. Success criteria will be procedural for closed objectives – children must complete all the steps to be successful and there is no difference in quality for having met the objective. Success criteria will be a toolkit for open objectives – children must choose from a range of strategies in order to be successful and that some work produced will be more effective than others. Teachers give children opportunities to internalise and recall success criteria so that they have them to mind and are able to apply them to different contexts with ease.

There is no need for acronyms like WALT and WILF, nor for objectives to be recorded on worksheets or by children in their books. Objectives are recorded on flipchart plans but teachers are not constrained to blandly starting lessons with telling children what the learning objective is. Instead, teachers plan for hooks to bring the learning to life and provide expert modelling and explanations so that the intended learning is clear. Teachers plan lessons based on what children will think about and the learning that is required, not based on what tasks or what children will be doing.

### Influences on pedagogical beliefs

Teaching at Penn Wood is informed by:

- Dweck's idea of a 'Growth Mindset'; that children are more likely to get better at something if they believe intelligence can be changed through hard work
- external research and thinking around cognitive science, particularly regarding the limits of working memory, encoding in and retrieval from long term memory
- Rosenshine's Principles of Instruction and work on dual coding e.g. Oliver Caviglioli

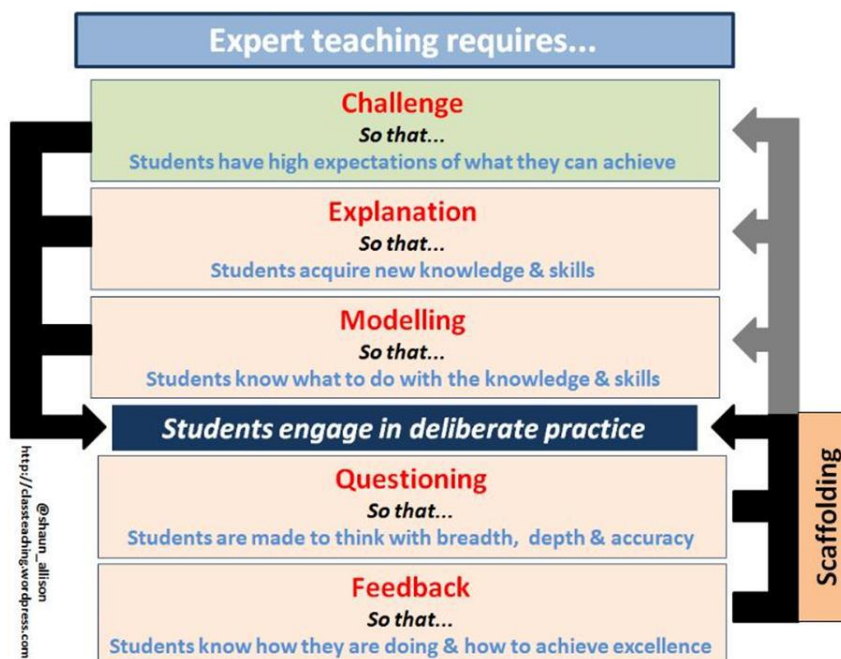
### What great lessons look like

**Learning is invisible and cannot be observed in a single lesson.** A lesson does not exist in isolation so it is better to think of a lesson as one learning episode in a long series. Within that series of lessons, there'll be stimulating experiences which prompt high quality talk and support the initial encoding of knowledge and concepts into long term memory. There'll also be clear explanations, modelling and success criteria to show children how to think about subject content to acquire knowledge and skills.

**Desirable difficulties make information harder to encode (learn initially) but easier to retrieve later.** This leads to deeper learning. We create desirable difficulties by:

- spacing learning apart with increasingly long gaps
- interleaving topics rather than blocked practice
- testing frequently – using low stakes quizzes at the start of topics/lessons to identify prior learning as well as knowledge gaps, and to interrupt forgetting.

When we talk about teaching and learning, we use the expert teaching model:



Challenge

**If the work is too easy, children will switch off; if the work is too hard, children will switch off.** Work must be pitched in the 'zone of proximal development' – hard but achievable with support. If something's too easy, we rely

on our memory instead of thinking (e.g.  $1 + 1$ ); if it's too hard, we run out of processing power (e.g.  $46 \times 237$ ) and stop thinking. If it's challenging but achievable, and we are successful, our brains reward us with a dose of dopamine which is pleasurable and binds neurones together creating memories. This is learning.

- Are learning objectives concise and challenging for all?
- Are the tasks set going to allow all children to be stretched and challenged?
- Is there scaffolding support in place to allow stuck learners to achieve these challenging objectives?
- Does the teacher's knowledge of the children they are teaching allow them to be proactive about implementing this support – so that it is seamless and focused?
- Are examples of excellence shared, discussed and deconstructed with the class?

#### Explanation

- Does the teacher establish prior knowledge and use this to 'hook into' new knowledge?
- Does teacher subject knowledge add clarity, depth and breadth to the learning?
- Does the explanation focus on the key learning points, success criteria and subject threshold concepts?
- Are there opportunities to make the explanation more concrete and credible e.g. demonstration, visual, practical appropriate use of analogy etc?
- Does the explanation generate curiosity and so 'open up the learning gaps'?
- Is explanation clear and concise, especially when subject matter is challenging?
- Is teacher talk and gesture enthusiastic, firm, kind and inclusive?
- Does the teacher judge carefully when to move from surface learning i.e. key 'bits' of knowledge to deep learning i.e. using, linking and applying that knowledge?

#### Modelling

- Is work carefully modelled, so that children are shown how to use this new knowledge and skills?
- Are exemplary pieces of work deconstructed with the children?
- Do teachers model 'expert thinking' by verbalising implicit thought processes?

#### Deliberate Practice

- Once children have had input from the teacher, are they given time to practise this new knowledge & skills?
- Are children made to redraft and improve their work?
- Does the teacher observe for mistakes, intervene when necessary and so ensure that practice is perfect?
- Are mistakes utilised as a key aspect of learning?
- Is practice supported by scaffolds and support when necessary?
- Are scaffolds and supports removed at the right time to allow for independence?
- Are the threshold concepts (key subject-specific knowledge and skills) practised regularly to improve retention?

#### Questioning

**Classroom discussion – best achieved through artful questioning – makes children smarter because they make children think.** Questions should only be used if they cause thinking and/or provide information for the teacher about what to do next rather than 'guess what's in my head'. The most common model of teacher talk is IRE: initiation, response, evaluation. But it doesn't work very well. A better model is ABC: agree/disagree with, build upon, and challenge, whereby children pass questions around the classroom.

- Does questioning involve a wide range of children?
- Does questioning both deepen and develop thinking and check for common misconceptions?
- Are children given enough time to think about their responses?
- Are reluctant respondents encouraged to respond by careful scaffolding?
- Are children encouraged to respond to and evaluate the responses of their peers?
- Are children encouraged to ask questions?
- Are children expected to rephrase answers in full sentence and Standard English?



## Feedback

**Feedback works best when it is explicit about the success criteria**, offers suggestions for improvement, and is focused on how children can close the gap between their current and their desired performance. Feedback can backfire – it needs to cause a cognitive rather than emotional reaction and should make children think. **Feedback can promote the growth mindset** if it:

- is as specific as possible
- focuses on factors within children's control
- focuses on factors which are dependent on effort not ability
- motivates rather than frustrates children.

**Self- and peer-assessment can be effective strategies** because they give children greater responsibility for their learning. They allow children to help and be helped by each other, encouraging collaboration and reflection.

**The only useful feedback is that which is acted upon** – it is crucial that the teacher knows the children and knows when and what kind of feedback to give then plans time for children to act on feedback.

- Is our teaching (within and between lessons) and curriculum planning responsive, based on the performance of children?
- Do we use a good variety of feedback, which encourages children to consider – *Where am I going? How am I going? Where to next?*
- Is personal feedback focused on the *effort and hard work* that children put in to their work?
- Is there a good mix of verbal and written feedback?
- Is feedback kind, specific and helpful?
- Is feedback designed to make children think?
- Is feedback timed right?
- Are self-assessment strategies such as proof-reading, editing and redrafting employed to aid metacognition?

### Intervening for Mastery

**For children who have struggled with a concept, we want them to keep up with their peers rather than have to catch up later on.** Teachers and teaching assistants intervene when a child or group of children show a misconception or misunderstanding. They intervene for a short period of timely support in order for that child or group to be back on track ready for the next lesson. Three experienced teaching assistants are not assigned to classes, having a more flexible timetable in order to either intervene with children or cover the class teacher for a short period while the teacher intervenes. This is additional to what class teachers organise in their own classes with their teaching assistants. Professional learning opportunities are provided for teaching assistants to develop their subject and pedagogical knowledge in order to support children effectively.

### Quick graspers

**At Penn Wood, we do not set children by ability or assign children to ability groups.** Mastery involves all children being exposed to the concepts expected for their year group in the National Curriculum. Some children will quickly grasp the concepts being taught and will work on tasks that encourage a greater depth of understanding of that content rather than acceleration through the curriculum. These quick graspers are identified through continuous formative assessment.

# Learning Charter

I love asking questions **CURIOSITY**

I like to explore things even if I make mistakes **COURAGE**

I stick at hard things until I've got them **DETERMINATION**

I like to imagine how things could be different  
**IMAGINATION**

I'm happy exploring new things with others  
**COLLABORATION**

I see things through other people's eyes **EMPATHY**

## Indicators that learning might be taking place - YES

- Children are explaining something in their own words
- Children are asking questions
- Children are making connections
- Children are re-creating (rather than reproducing) information
- Children are justifying their decisions
- Children are explaining their thinking
- Children are talking to each other
- Children are active – doing something with information
- Children are reflecting at a conscious level
- Children are offering analogies and metaphors of their own: Oh I get it ... It's a bit like.....
- Children are re-drafting, revising, re-thinking and so on
- Children are frowning (the penny is stuck) and then smiling (as the penny drops).

Mike Hughes



## Penn Wood's Curriculum

The school curriculum is what children need to learn. It includes lessons but also events and routines, clubs, visits, dramatic performances and sporting occasions. The national curriculum is an important part of that programme for learning. Penn Wood's curriculum is the very essence of its work and we aim to provide highly positive, memorable and magical experiences, and rich opportunities for high quality learning. The Education Act (2002) states that the curriculum must be balanced and broadly based. It must:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepare pupils at the schools for the opportunities, responsibilities and experiences of later life.

The national curriculum introduces children to the essential knowledge that they need to be educated citizens. It introduces pupils to 'the best that has been thought and said' and is 'an appreciation of human creativity and achievement'.

The national curriculum sets out a series of expectations for what children should know, understand and be able to do by set points in their primary education. It is a performance model where assessment drives teaching and learning against targets stipulating what children must achieve mastery of.

Penn Wood depicts its curriculum as a tree. The branches are the curriculum subjects and the leaves are the individual bits of learning that are required by the national curriculum. The roots are where the children learn to be critical thinkers and problem solvers, where they learn to work together in teams, develop their own creativity and social skills, learn to investigate, to evaluate, to develop new ideas, to be enterprising and to communicate in a wide range of ways with a wide range of people. Children need knowledge to be able to think critically and solve problems. Penn Wood believes in a knowledge rich curriculum.

The roots are where the children develop personally as confident individuals, willing to take risks, persevere and deal with setbacks and difficulties. They know that learning involves 'thinking hard', deliberate practice and knowledge retrieval from the long term memory. They learn from watching how others to do well and respond to feedback on their learning. We call this having a 'growth mind-set'; intelligence is not fixed and everyone can improve.

The trunk is the quality of the learning experience including the use of new technologies to enhance teaching and learning, having a global perspective and building real experiences into the curriculum that embrace local opportunities.

The curriculum is creative in that careful thought has gone into putting things together, making connections, so that learning can be more effective. It has the needs of Penn Wood learners at its heart. English and Maths are at the core of the curriculum as these subjects form a basis for success across other curriculum subjects. The school has adopted a subject specific approach as opposed to a cross-curricular approach so that children can be introduced to the knowledge and the systems of thought within each subject area. Subjects will, however, be aligned and connected with thought. Oracy, debate and philosophical thinking are key (see below). Books are the golden thread running through the curriculum.

Children cannot learn by passively absorbing facts, they need to be actively engaged in a deeper thinking process. This requires that they not only hear or see, but also mentally manipulate the information—considering its implications and significance, comparing it to what they already know, synthesizing and digesting it, and sharing it with others. To make this happen teachers in Penn Wood do not only focus on facts, although knowledge is important, but they also help children to understand the thinking processes they are using which will help them to learn. This approach to learning via deep thinking not only aids problem-solving in school but also throughout a person's life.

To develop thinking further we engage our children in a programme called 'Philosophy for Children'. This approach helps them to become more thoughtful, reflective, considerate, reasoning and reasonable individuals. In each subject facts are different but this method of thinking is used to open up thinking about the 'big ideas' that apply in

each subject area. A range of different stimuli are presented. The stimulus could be a film, picture, drawing, sculpture, poem or book, especially a picture book. As a 'Talk for Writing' school we already use books as a 'golden thread' weaving through all the subject areas. The stimulus in turn raises philosophical questions one of which is then explored by the class which becomes a 'community of enquiry', facilitated by the teacher. Questioning is the driver of good thinking and further questions are brought into the enquiry to push it into depth. Our teacher for drama is well placed to help us achieve our curriculum ambition.

Furthermore we are using the advanced pedagogy of 'High Performance Learning' to build superior cognitive performance from all our children. Developed by Deborah Eyre, this pedagogy is dependent on children developing a series of cognitive characteristics along with values, attitudes and attributes which helps them progress to be advanced performers and enterprising learners.

Through our innovative curriculum design incorporating Talk for Writing, self-confidence, resilience and aspiration and ambition, Philosophy for Children and 'High Performance Learning', we aim to inspire the hearts and minds of the children at Penn Wood to encourage them to want to learn and enjoy their educational journey.

We have high ambition and aspiration for all children and we pay particular attention to our disadvantaged pupils and our pupils with additional needs. We have the very highest aspiration for them.

At Penn Wood we commit to outdoor learning and all the associated benefits. We are fortunate to have a woodland, a large field, a pond area and outdoor learning environments for all classrooms.

### Curriculum Development (2018-2020)

#### For leadership teams, staff and governors:

*'Schools will need to show they have designed their curriculum and it is ambitious for pupils. Ofsted will look for strategic decision-making in a school's curriculum which will be part of a new inspection framework in Sept 2019. Leaders need to know what their curriculum is, and what the intent is, and be able to articulate that clearly to inspectors, including how it is having an impact in the classroom. The curriculum should have a clear structure, with teachers able to show how it had been planned and was having an impact. The new inspection framework will be built on our research and the major current piece of work is on the curriculum.'* Sean Harford

The curriculum is a framework for setting out the aims of a programme of education, including:

- The knowledge and understanding to be gained at each stage (intent)
- Translating that framework over time into a structure and narrative, within an institutional context (implementation)
- Evaluating what knowledge and understanding pupils have gained against expectations (impact)

#### Curriculum intent

The curriculum enables children to deepen their understanding of the big ideas within each curriculum area through carefully thought out units of work. These big ideas are informed by the work of subject associations. The analogy of a narrative is used to illustrate the intent of the curriculum. As a narrative's events build over time to enable the reader to make sense of seemingly unconnected events, the reader's understanding is deepened and through that understanding comes the joy and appreciation of the narrative – those subtle hints at the beginning hold more importance with hindsight and are vital for understanding the later twists. Similarly, as children move through school and study the curriculum, they develop an iterative understanding of the key concepts in each subject area and how they are interlinked through internal using a rich knowledge base.

It is the knowledge base that is key to developing understanding and is perhaps the most significant factor that the school can control regarding tackling disadvantage. The various subjects are more than their respective knowledge

domains though for mastery of communication is the expression of that knowledge domain using the language patterns of a specialist. Children are taught key language patterns to think and in turn speak and write like a historian, a scientist, a theologian or a musician.

The curriculum is enriched through carefully chosen trips and workshops, which give children the experiences that bring knowledge to life. This is particularly important for closing the disadvantaged gap.

### Curriculum implementation

We are committed to high quality professional learning that focuses on what makes great teaching, focusing on subject knowledge development and sound formative assessment practices.

We make informed judgements about the use of resources to complement our Talk for Writing approach.

Units of work are designed with cognitive science in mind:

- Interleaving
- Spacing
- Low stakes testing
- Cognitive overload

Curriculum design is driven by a curriculum team which supplements the traditional subject leader roles.

Subjects are taught discretely but links are made where there is natural alignment to ensure that children develop an interconnected web of general knowledge. It is the non core curriculum that is a key driver in developing reading comprehension.

Explicit instruction enables children to see expert modelling and hear expert explanations.

### Curriculum impact

The curriculum is the progress model. Progress means knowing more and remembering more. Knowledge that has been learned and retained in long term memory is necessary for analysis, creativity etc. We ask: Has the child gained the knowledge to understand the key concepts and ideas? Is this enabling them to develop the skills they need to master?

We set regular low stakes quizzes from knowledge organisers as well as cumulative quizzes on old topics. An end of unit essay where children demonstrate their knowledge gained by communicating in the language patterns that they have been taught.

Old units of work are used as prompts for independent writing, giving further opportunities to assess what has been committed to long term memory and can be retrieved easily.

## Penn Wood Primary and Nursery School's 2019 Results

### *Children achieving the expected standard at KS2:*

Subject	School percentage (2018)	School percentage (2019)	National average (2019)
Reading	80%	72%	73%
Writing	83%	88%	78%
Maths	89%	90%	79%
Grammar, Punctuation and Spelling	87%	88%	78%
Reading, writing, maths combined	73%	68%	65%

### *Scaled scores at KS2:*

Subject	School average (2018)	School average (2019)	National average (2019)
Reading	104.7	104.0	104
Maths	107.6	106.9	105
Grammar, Punctuation and Spelling	110.6	110.3	106

### *Children achieving a higher level of attainment at KS2 (based on 2018's threshold) :*

Subject	School percentage (2018)	School percentage (2019)	National percentage (2019)
Reading	24%	32%	27%

Writing	21%	17%	20%
Maths	39%	39%	27%
Grammar, Punctuation and Spelling	62%	63%	36%
Reading, writing, maths combined	13%	15%	11%

***Average progress at KS2:***

<b>Subject</b>	<b>School average 2018</b>	<b>School average 2019</b>		<b>National average</b>
Reading	+1.65	+2.30	Above average	0
Maths	+5.02	+4.10	Well above average	0
Writing	+2.49	+2.40	Above average	0



# Penn Wood Primary and Nursery School

## *Mastery Learning in Pursuit of Excellence*

<b>Post title</b>	Class Teacher
<b>School:</b>	Penn Wood
<b>Salary and grade:</b>	Main pay scale range 1-6/UPS/R&R
<b>Line manager/s:</b>	The headteacher, members of the senior leadership team (SLT), year leader and the governing board
<b>Supervisory responsibility:</b>	The postholder is responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

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### **Main purpose of the job:**

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
  - Be responsible and accountable for achieving the highest possible standards in work and conduct
  - Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
  - Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
  - Take responsibility for promoting and safeguarding the welfare of children and young people within the school (KCSIE September 2019)
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### **Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### **Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach within the scope of the school's Expert Teaching Model
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and scaffold appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

#### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

#### Team working and collaboration

- Participate in any relevant meetings/professional learning opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

#### Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies

- Make a positive contribution to the wider life and ethos of the school

#### Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

#### Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- Have awareness of the standards for professional learning (2016)

#### Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

#### Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Signature of post holder:

Date:        /        /

Signature of headteacher:

Date:        /        /

Personal Specification	Essential	Desirable
Qualifications	Qualified Teacher status	Evidence of continuous INSET and commitment to further professional development
Experience	The Class Teacher should have experience of: teaching at Foundation Stage, Key Stage 1 or 2 or more	In addition, the Class Teacher might have experience of: teaching across the whole Primary age range; working in partnership with parents.
Knowledge and understanding	The Class Teacher should have knowledge and understanding of: the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); statutory National Curriculum requirements at the appropriate key stage; the monitoring, assessment, recording and reporting of pupils' progress; the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; the positive links necessary within school and with all its stakeholders; effective teaching and learning styles.	In addition, the Class Teacher might also have knowledge and understanding of: the preparation and administration of statutory National Curriculum tests; the links between schools, especially partner schools.
Skills	The Class Teacher will be able to: promote the school's aims positively, and use effective strategies to monitor motivation and morale; develop good personal relationships within a team; establish and develop close relationships with parents, governors and the community; communicate effectively (both orally and in writing) to a variety of audiences; create a happy, challenging and effective learning environment.	In addition, the Class Teacher might also be able to: develop strategies for creating community links.

<b>Personal characteristics</b>	Approachable Committed Empathetic Enthusiastic Organised Patient Resourceful	
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The school is committed to the Chartered College's Professional Principles



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