

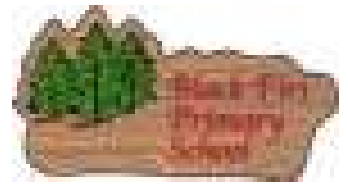
Teacher

Black Firs Primary School

Main Scale + Pension Scheme (TPS)

For a confidential discussion about this post with the Headteacher, more information, or to arrange a visit, please contact the school on 01260 272935 or office@black-firs.co.uk





Dear Applicant,

Welcome to Black Firs Primary School. We are a semi-open plan school serving a catchment area of predominantly owner-occupied homes around West Heath on the outskirts of Congleton Town. It is a very popular, happy thriving School with 300 children on roll & a sessional Preschool of 50. Parents work in close partnership with the teachers, many give their time supporting events and helping within School.

The School is well resourced and furnished. Educational standards are high but we constantly strive to be better. Last OfStEd inspection was April 2017 when we were rated Good with Outstanding features. We became an academy in June 2014 and formed a multi-academy trust, CmaT, with our feeder high school. In September 2020, formed a new MAT, The Learning Alliance; there are eight schools in our Trust. We have an active engagement with Cheshire East community and are a part of Congleton education Community Partnership, CeCP; our local Town schools' partnership.

I have been Headteacher at the School for over twenty years. I am seeking candidates who will enjoy the challenge of planning a stimulating, practical curriculum based on a holistic approach with emphasis on literacy at its core. I want the teacher's classroom organisation to create an attractive, purposeful learning environment. I believe the Arts are of great importance in stimulating the creative dimension of the children's learning.

We are an experienced team of teachers. I have an open, collegiate style of management, which values the skills of each member of this team. This is a time of continual change in education. The successful candidate will demonstrate the interpersonal skills of enthusiasm, flexibility and the ability to rework their experiences within new expectations.

Subject specialisms are not predetermined. I seek to appoint a strong, enthusiastic practitioner committed to high expectations and raising standards.

Your letter of application might include a brief outline of:

Your personal philosophy

Your previous range of experiences and responsibilities, relevant to this post

What you consider to be 'quality work'

Your personal and professional qualities, knowledge and skills

Examples of your good practice and strengths

Examples of how you could play a full role in the life of the School

Interested candidates are encouraged to visit the School, by appointment only, please telephone.

Yours sincerely,

Martin Casserley

Headteacher

JOB PURPOSE

- To carry out the duties and responsibilities of a class teacher.

MAIN AREAS OF RESPONSIBILITY

Main Responsibilities

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject knowledge
- Participate in arrangements for preparing pupils for external tests
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others
- Communicate effectively with pupils, parents and carers

General Duties

- Support the main aims and policies of the school and Trust
- Assist in maintaining the ethos and promoting the values of the school and Trust
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Deploy resources delegated to them
- Fulfil the school/national performance management requirements
- Contribute to the wider life of the school and Trust, including by being visible around the academy and participating in duties, extra-curricular activities and other events.

Safeguarding

It is the responsibility of each member of staff to safeguard and promote the welfare of all young people he/she is responsible for, or comes into contact with, within the school.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act (2018)
- 4) Safeguarding children

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

ATTRIBUTES	DESCRIPTION	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of recent continuing professional development 	<ul style="list-style-type: none"> • Evidence of further study
Experience	<ul style="list-style-type: none"> • Excellent classroom practitioner • High level of expertise and experience of the National curriculum and effective delivery • Has a sound understanding of children's attitudes and achievement • Experience of developing effective behaviour management 	<ul style="list-style-type: none"> • Proven ability in curriculum subject leadership • Experience at teaching children with complex needs • Experience of teaching relevant key stage
School specific needs	<ul style="list-style-type: none"> • Uphold strongly the school vision and strong approach to teaching and learning • Commitment to a combination of excellence in teaching with enjoyment of learning • Commitment to and understanding of inclusion • Ability to promote parental involvement • Commitment and enthusiasm for promoting interaction between the school and the wider community • Commitment to an evidence-based approach to school improvement • Commitment to developing extra-curricular activities 	<ul style="list-style-type: none"> • Experience of engaging in research to promote best practice
Professional and personal qualities	<ul style="list-style-type: none"> • Effective interpersonal and communication skills • Experience in different teaching and learning styles • Effective organisational skills • Knowledge of equal opportunities for pupils and staff • Ability to use initiative • Ability to be reflective about practice and find ways to develop • A desire to identify best practice and implement the developments to pedagogy • A willingness to be a part of the process of critique leading to the enhancement of pedagogy • A desire to build successful working relationships with all members of staff which impact on providing best practice for the children 	