



**COCKBURN**  
**MULTI-ACADEMY TRUST**  
TRANSFORMATION TO EXCELLENCE



# We're Hiring

## Recruitment Booklet

### Class Teacher

**COCKBURN SCHOOL**   
Specialist status in the Performing Arts Learning for Life

**COCKBURN JOHN CHARLES ACADEMY**   
Learning for Life

**COCKBURN LAURENCE CALVERT ACADEMY**   
Learning for Life

**COCKBURN INGRAM ROAD ACADEMY**   
Learning for Life

**FOOTSTEPS**  
to success



**MIDDLETON PRIMARY SCHOOL**



**COCKBURN REACH ACADEMY** 

 **MINDFUL EMPLOYER**



0113 271 9962



recruitment@cockburnmat.org



www.cockburnmat.org

# Job Description - Class Teacher

|                              |  |
|------------------------------|--|
| <b>Post:</b>                 | Class Teacher                                    |
| <b>Required:</b>             | April 2026                                       |
| <b>Pay scale and salary:</b> | MPS/UPS + 1 SEN point                            |
| <b>Contract type:</b>        | Fixed term maternity cover (until December 2026) |
| <b>Hours of work:</b>        | 0.8 FTE Monday to Thursday                       |

**Accountable to:** Headteacher and members of the senior leadership team (SLT)

## **Purpose of Role:**

To facilitate and encourage learning which enables vulnerable and challenging SEMH students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

The details set out below describe the main duties and responsibilities relating to the post, however, a document such as this does not permit every item to be specified in detail.

## **Main Duties:**

- To follow all teacher standards.
- To lead on a core and foundation subject for the school.

## **Teaching and Managing Pupil Learning**

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep challenging and vulnerable SEMH pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

## Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records such as IPRAs, Relationship and Regulation Goals, Learning Goals and Individual Development and Support Plans.

## Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and home learning providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum for primary schools.

## Relationship with Parents and the Wider community

- Prepare and present informative reports to parents, schools and outside agencies.
- Attend and lead multi agency meetings when required.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with multi-agencies responsible for pupils' welfare.
- Respect confidentiality of information concerning individual pupils and ability to use
- Discretion in circumstances of disclosure and when reporting disclosures of safeguarding concerns to the designated member of staff

## Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility in the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

## Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

## Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake other duties that are commensurate with the post

## Safeguarding

- Implements and follows school's safeguarding and child protection policies and procedures.
- Follows all aspects of fundamental British values.

## Physical Conditions

The post is fixed term and based at Cockburn Reach Academy. Cockburn Reach Academy is accessible by disabled persons. The school operates a non-smoking and non-vaping policy.

## Relationships:

The postholder will be required to work flexibly to deliver an efficient service. There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers.

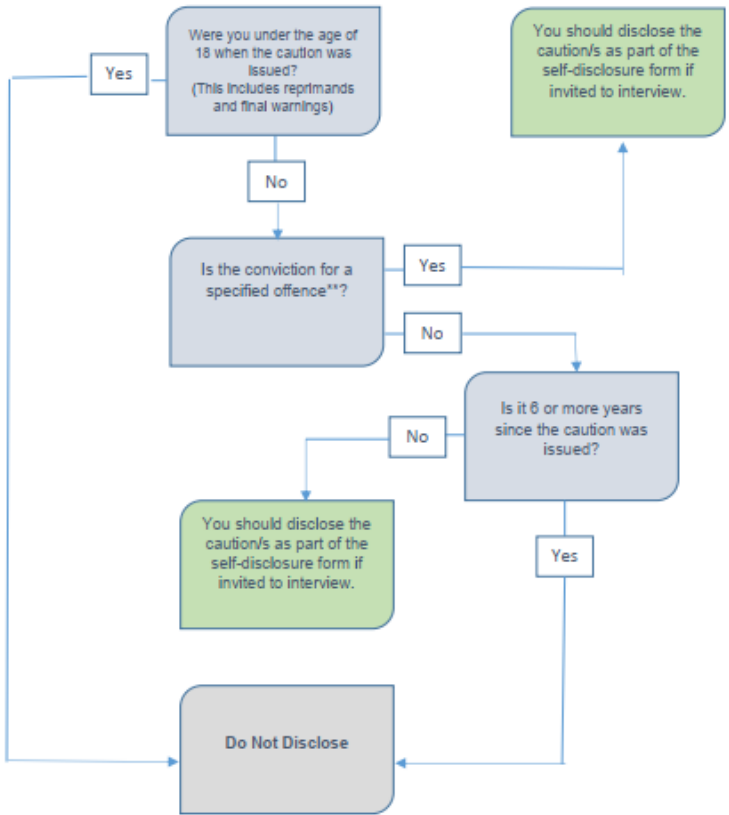
# Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

| <b>QUALIFICATIONS</b>  | <b>Essential</b> | <b>Desirable</b> | <b>MOA</b> |
|--|------------------|------------------|------------|
| Qualified Teacher Status (or currently an ITT/GTP trainee)   | *                |                  | A/Q        |
| Masters degree in education or similar/<br>further continued CPD   |                  | *                | A/Q        |
| Commitment to continuing professional development, working towards standards and role expectations in the Teacher Standards Framework for Class Teacher (Year 1) | *                |                  | A/Q        |
| Class Teacher Qualification  | *                |                  | A/Q        |
| <b>KNOWLEDGE/SKILLS</b>  | <b>Essential</b> | <b>Desirable</b> | <b>MOA</b> |
| A good understanding of curriculum developments within the subject area  | *                |                  | A/R/S      |
| Understanding of effective teaching and learning strategies including behaviour  | *                |                  | A/R/S      |
| Proven ability as an excellent classroom practitioner  | *                |                  | A/R/S      |
| Knowledge and experience of intervention strategies  | *                |                  | A/R/S      |
| Knowledge and skills to safeguard the welfare of Children & Young People and uphold your professional responsibility   | *                |                  | A/R/S      |
| Ability to self-evaluate learning needs and actively seek learning opportunities   | *                |                  | A/R        |
| Experience of leading initiatives which have had an impact on student attainment   |                  | *                | A/R/S      |
| Evidence of leading high quality extra-curricular activities   |                  | *                | A/R/S      |
| Knowledge of current developments in education   |                  | *                | A/S        |
| <b>EXPERIENCE</b>  | <b>Essential</b> | <b>Desirable</b> | <b>MOA</b> |
| Successful record of teaching EYFS/KS1/KS2 evidenced through attainment and progress ( <i>applicants who already have gained QTS</i> )                           | *                |                  | A/R/S      |

|   |                  |                   |            |
|---|------------------|-------------------|------------|
|   |                  |                   |            |
| Effective recent & relevant teaching experience   | *                |                   | A/R/S      |
| Contribution to the development beyond the classroom  | *                |                   | A/R/S      |
| <b>PERSONAL QUALITIES</b>   | <b>Essential</b> | <b>Desirable</b>  | <b>MOA</b> |
| A passion for education and making a difference   | *                |                   | R/S        |
| Excellent & confident communicator  | *                |                   | R/S        |
| Effective team member   | *                |                   | R/S        |
| Drive, determination & ambition   | *                |                   | R/S        |
| Energy, enthusiasm, sense of humour   | *                |                   | R/S        |
| Ability to motivate self and others   | *                |                   | R/S        |
| Willingness to contribute to the wider life of the Academy and Trust  | *                |                   | R/S        |
| Emotional resilience - recognising that working in education is demanding and approach the challenge positively   | *                |                   | A/R/S      |
| Subscribe to the ethos of the Trust and go the extra mile in terms of time and commitment to get the very best from students  | *                |                   | A/S        |
| The postholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.  | *                |                   | Q/R/S      |
| <b>Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.</b> |                  |                   |            |
| <b>This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.</b>  |                  |                   |            |
| METHOD OF ASSESSMENT (MOA)  | A =              | Application Form  |            |
|   | Q =              | Qualification     |            |
|   | R =              | References        |            |
|   | S =              | Selection Process |            |

**Disclosure of a Caution**  
(this includes reprimands and final warnings)



\*\*<https://www.gov.uk/government/publications/dbs-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

**Disclosure of a Conviction**  
Please work this through for each conviction you have separately even if they were part of the same legal proceedings

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/535747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/535747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf)

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