



## *Howard Primary School*

# Classroom Teacher Vacancy

(will ideally suit an NQT with excellent references who wants to develop into an outstanding teacher)

Salary: MPS (Outer London)

The successful candidate will have to meet the requirements of the person specification and will be subject to an advanced DBS check. We welcome applications regardless of age, gender, disability, ethnicity or religion.

**Howard Primary School is committed to the protection and safety of its pupils.**

### **Job Description – Classroom Teacher**

**Post:** Class Teacher

**Salary:** MPS (Outer London)

**Reporting to:** Headteacher/Deputy Head

**Contract:** Full time, permanent from 1 September 2018 (possibility of NQT starting in July 2018)

### **Main Responsibilities**

- To carry out all the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions document
- To continue to meet the required Standards for Qualified Teacher Status
- To teach pupils in the age range 4 – 11 and take responsibility for a FS, KS1 or KS2 class as directed by the head teacher having due regard to statutory frameworks and school policies
- To provide an effective, stimulating and well organised classroom and be an enthusiastic teacher, whose classroom practice demonstrates ability to help children achieve success
- To take a lead role in the development of one area of the school (for suitable, experienced applicants)

### **Teaching, learning and assessment**

- Be an effective and professional class teacher by demonstrating good practice in:
  - planning for effective learning by using clear learning goals and activities appropriate to the subject matter and the children being taught
  - providing clear structures for lessons, and for sequences of lessons, which ensure progression, pace and challenge
  - assessing and recording children's progress systematically with reference to the school's agreed practice and use this to inform planning

- marking and monitoring work, providing effective feedback and setting targets for future progress
  - using teaching methods which sustain the momentum of children's work and keep all children engaged maintaining a purposeful working atmosphere
  - setting high expectations for children's behaviour, establishing and maintaining a good standard of discipline
  - establishing a safe environment where respect and positive relationships flourish
  - creating a stimulating and interesting classroom where curiosity, questioning and exploration are encouraged
  - creating opportunities for co-operative working and for developing independence
  - make appropriate educational provision for children with SEND, Gifted and those learning with EAL, with support from the SENDCO
  - providing regular differentiated homework linked to class work
- Implement and keep records of individual progress on learning against the school tracking system
  - Provide for the spiritual, moral, cultural, emotional and physical welfare of children in the school and especially in your class
  - Select and make use of ICT skills for classroom and management support
  - Be sensitive to issues relating to cultural considerations and equal opportunities and to ensure that appropriate action is taken to reduce and remove any inequalities that are identified
  - To take responsibility for other adults in the classroom ensuring they are effectively used to support the children's learning
  - Undertake any other reasonable and relevant duties in accordance with the changing needs of the school
  - Work closely with colleagues to undertake medium and short term planning and the implementation of agreed Schemes of Work
  - Ensure Health and Safety policies and practices including risk assessments, are implemented where appropriate

## **Knowledge**

- Have a secure knowledge of primary subjects and the relevant statutory and non-statutory curricula frameworks across the school
- Promote your subject across the school and begin to prepare for teaching and learning responsibilities
- Be familiar with and carry out all agreed school policies as an effective team member.
- Be familiar with the SEN Code of Practice and identification, assessment and support of children with special educational needs
- Act at all times in accordance with national, local and school Health and Safety and Child Protection Policies and guidelines
- Support the aims and the ethos of the school by setting high standards

## **Communication and working with others**

- To ensure that each child, regardless of ability, race, sex, religion or background has a positive self-image and is aware of being valued
- To recognise and respect the contributions of parents and carers in their children's well-being, learning and the life of the school
- Communicate effectively with parents on the progress and welfare of their children as appropriate e.g. informal discussions, Parents' Evenings, report writing, SEN reviews etc.
- To attend and fully participate in staff meetings and discussions
- Establish and maintain effective working relationships with colleagues
- Demonstrate a commitment to collaboration and co-operative working
- Foster good relationships between the school and the wider community
- To lead and manage CPD in area of responsibility (for those seeking leadership role)

## **Professional Development**

Develop in a professional capacity by:

- Evaluating your performance and show a commitment to improving your practice through professional development
- Participating in the School's appraisal system (not applicable to NQT)
- Acting upon advice and feedback and be open to coaching and mentoring

## **Other duties and responsibilities**

- To carry out any other such duties, which may be, required from time to time in order to meet the changing needs of the school
- Lead when appropriate
- Support the implementation of the School Improvement Plan
- Be willing to offer extra-curricular activities
- Liaise with the Governors as necessary
- Other duties to be agreed following discussion with the Leadership Team

## Person Specification – Classroom teacher

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

Those categories marked 'E' will be used especially for the purposes of short listing.

### Job related knowledge/aptitude/skills:

**(SHORTLISTING CRITERIA Marked 'E' means essential Marked 'D' means desirable)**

#### Education & Training

Qualified Teacher Status, DfE number and satisfactory DBS check **E**

Recent and relevant attendance on training and/or professional development **E**

#### Knowledge & Understanding

An understanding of current research into teaching and learning **E**

Up to date knowledge of the Primary National Curriculum **E**

An understanding of the target setting process **E**

Understanding of home school liaison links **D**

A subject specialism **D**

#### Experience

Proven, recent and relevant experience of teaching primary aged children in a mainstream school setting (this can include PGCE placements). Written evidence of at least two recent classroom/ lesson observations being described as good or better (i.e. good, good with outstanding features or outstanding) **E**

Effective and active communication with parents **D**

Experience of developing links outside the school community **D**

Ability to offer extra-curricular activities **D**

#### Skills

a) Knowledge of the range of teaching and learning strategies that most effectively contribute towards raising achievement, promoting good behaviour and developing self-esteem in all **E**

children in a diverse and inclusive classroom

b) Ability to implement these strategies effectively and consistently

Ability to communicate in English effectively both orally and in writing E

Ability and commitment to implement the school's ethos, acting as a positive role model for pupils E

**Personal Qualities**

Demonstrate a positive attitude to learning and a commitment to in-service training and personal development E

Reliability and conscientiousness E

Flexibility and ability to cope with change E

Creative ideas and support for the development of the school D

**Circumstances**

This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed

**Equal Opportunities**

A commitment to implement the schools inclusion policy E

Demonstrate a clear understanding of inclusion issues as they affect pupils and their families E