Burlish Park Primary School

Application Pack

KS2 Class Teacher

0.4 FTE

(M1-M6)



Burlish Park Primary School

Proud of Achievement
Focused on Improvement

Mrs Kerry Postans BA (Hons) NPQH
Headteacher

Dear Applicant,

This post is an opportunity for an enthusiastic and committed teacher to join our team. The post is for a KS2 class teacher 0.4 FTE and is on a twelve month contract. This post is salaried at point M1-M6 depending on experience.

Burlish Park Primary School opened in 2007. In 2015 we moved to a state-of-the-art two storey building, which has since been improved with excellent outdoor facilities.

On 1st October 2018 we joined the Rivers C of E Multi Academy Trust, with whom we had prior collaboration. The Rivers C of E Academy Trust is a group of schools spread across the county; all varying in size, economic, social backgrounds and religion.

Within this pack you will find the following documents:

- Job description;
- Person Specification;
- Information about the school.

Applications must be made on a Rivers Academy Trust application form. Selection will take place through a shortlisting process and interviews. You must give the names of two referees on your application form, one of which should be your current employer. If you are not currently employed, please give the names of previous employers or University tutor (where applicable).

The closing date for applications is 18th October 2021 at 9am. We are happy to receive applications by email to office-bp@riverscofe.co.uk . Interviews will be held on 22nd October 2021.

Thank you for showing an interest in our school; if you have any further queries, or would like to visit our school, please call our school office on 01299 823771.

I look forward to hearing from you.

Yours sincerely

Mrs Kerry Postans
Headteacher

Burlish Park Primary School
Job Description

Job Title: Class Teacher

Responsible to: Headteacher and the Trustees

All teachers will work in accordance with the professional duties and responsibilities as set out in the current school teachers' pay and conditions of employment.

All teachers will fully support the inclusive practices of the school and seek at all times to demonstrate through their teaching, pastoral care and interactions with pupils, staff and parents that everyone is treated as an individual and should be valued accordingly.

Burlish Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning:

1. Teach a broad and balanced curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
2. Be responsible for a designated classroom/teaching area and associated resources.
3. Direct the use of any support staff or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
4. Use the allocated PPA time to plan sequences of learning which have clear learning goals and success criteria and appropriately structured subject matter that is pitched at age related expectations and matches the needs of the pupils. Lesson time and resources should be used effectively.
5. Have high expectations of the pupils' behaviour, academic and social abilities and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
6. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions (following the school policy) and thereby create an environment in which pupils feel safe, secure and confident.
7. Use homework/home tasks e.g. reading, to consolidate and extend learning.
8. Provide a challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
9. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
10. Plan and provide structured learning opportunities, which engage pupils' interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
11. Employ clear presentation and good use of resources.
12. Contribute to the identification of pupils with Special Educational Needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
13. Implement and keep records on Individual Education Plans (IEPs) and care plans when needed.
14. Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
    - have SEN;
    - are identified as Pupil Premium/ Looked After
    - are gifted and talented;

- are not yet fluent in English;
- are disabled.

15. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
16. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
17. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
18. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, so that pupils become responsible members of society.
19. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect, helping them to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
20. Develop in pupils an appreciation of human achievements, failures and aspirations.
21. Develop in pupils positive attitudes towards, and concern for, the environment.

Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
3. Write/collate high quality and informative annual reports to parents/carers.
4. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parents' evenings and also informally at other times.
5. Contribute towards the implementation of IEPs as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
6. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
7. Carry out formative and summative assessments.

Curricular Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors, objectives, learning outcomes and specifications for all relevant areas of the Curriculum.
2. Have a thorough and up to date knowledge and understanding of the National Curriculum.
3. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
4. Keep up to date with research and developments in pedagogy and curriculum content.
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

Professional Standards and Development

1. Attend and participate in open evenings and pupils' performances.
2. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
3. Be aware of the role and functions of the School Improvement Board.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the school, in their appearance and their personal conduct.
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
7. Assist in the development of the school curriculum in line with the School's Improvement Plan.
8. Assist in the maintenance of good discipline in and around the school.

9. Cover for absent colleagues as is reasonable and in line with present government regulations. Current regulations state that cover must be allocated on an equitable basis and that no more than 38 hours of cover should be required within an academic year for any individual teacher.
10. Attend meetings within the constraints of directed time.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in Performance Management/Performance Development or the School Improvement Plan taking full advantage of any relevant training and development available.
3. Contribute to the professional development of colleagues.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring and Reporting

1. Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE (My Life) lessons.
3. Use a counselling approach/circle time to help pupils explore thoughts, feeling and solutions to problems.
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Rewards and Sanctions

1. Inform, reinforce and implement the school policy on rewards and sanctions. Class teachers have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the School.
2. Collate records of all rewards and incidents of inappropriate behaviour relating to pupils in their class.
3. Check entries in Homework Diaries and take action when necessary.
4. Check daily that correct uniform/standard of dress is worn and take action when necessary.
5. Have a detailed knowledge of the pupils in the class.

Liaising with Others

1. Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform appropriate Phase Leaders/Deputy Head/Headteacher about social or behavioural issues related to pupils.
4. Contact parents, if appropriate, after proper consultation with Phase Leaders, Deputy Headteacher or the Headteacher.
5. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
6. Keep up-to-date with Child Protection/Safeguarding Procedures and notify the Designated Safeguarding Officers of any concerns about a child.

Teaching PSHE

1. Plan and deliver quality PSHE lessons in accordance with the PSHE programme. This process should enable pupils to gain confidence, social and personal skills, understanding of self, and pertinent knowledge.

General Tasks

1. Set a prompt and structured start to the morning and afternoon sessions.
2. Ensure that the classroom is left tidy at the end of the phase and day.
3. Participate in and deliver class assemblies, where required.
4. Attend the relevant assemblies as requested by the Headteacher - unless withdrawing on the grounds of conscience or religion. Some assembly times may be used to free certain staff to develop the Curriculum or for CPD.
5. Organise class participation in School events.

Administration: (Registration, Absences, Lateness)

1. Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance.
2. Collect absence letters and pass these on to the appropriate Teaching Assistant for recording and filing.
3. Contribute to the monitoring of the pupils' attendance/absence and lateness records. The EWO, School Secretary and Headteacher will also contribute to this process.
4. Support the School Secretary in contacting parent/carers either by letter or telephone in cases of unexplained absence.
5. Distribute information at registration, such as newsletters, timetables, etc.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

K Postans

Burlish Park Primary School
Person Specification

	Essential	Desirable	Established by		
			Application	Reference	Interview
Education	Qualified teacher status. A willingness to undertake further professional development to benefit the school and their own CPD.		*	*	
Training	Up to date training in English, Maths and recent developments in Teaching and Learning appropriate to the phase applied for.	Knowledge of Scholar Pack assessment tracking system.	*	*	
Experience	Full involvement in the planning, teaching and assessment of the core subjects in the phase applied for.	Experience of teaching in another phase.	*	*	
	The ability to teach with confidence other areas of the curriculum.	Subject or project leadership in any subject area.	*	*	*
	Experience and appreciation of needs of all pupils				*
Knowledge and skills	Consistently Good/ Outstanding practitioner.			*	
	Successful Class Teacher showing commitment to both the academic and pastoral welfare of pupils			*	
	Excellent subject knowledge. To be a good role model in both written and spoken English.		*		*
	Competent and confident user of ICT.			*	
	Knowledge of current issues in Primary Education and how these issues affect teaching and learning				*
	Accelerating rates of pupil progress through the use of accurate assessment of and for learning.		*	*	
	The ability to be a warm and caring class teacher, who puts the needs of the pupils first.				*

Personal Qualities	Have high expectations of pupil achievement and behaviour.	Willingness to be involved in extra curricular activities.		*	*
	Self-motivated, hardworking and an outstanding role model for pupils and staff.			*	
	Flexible and adaptable teacher able to take on the challenge of new ideas and initiatives with enthusiasm and willingness.				*
	Willing to share good practice and learn from others.		*		*
	A creative, lively, enthusiastic, inspiring teacher.				*
	Ability to work effectively with all other adults within the learning environment i.e. TAs				*
	The ability to create good working relationships, able to work effectively in a team.			*	
	Reliable, open, honest and efficient.			*	
	Good sense of humour, able to balance warmth and discipline as appropriate.			*	*
	Willing to be part of a community		*		
Educational Values	Commitment to a vision which encourages all children to achieve their full potential regardless of ability or starting point.				*

About Our School

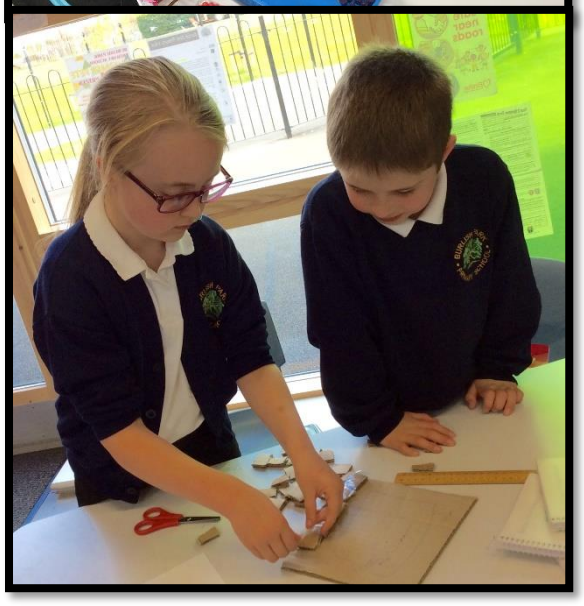
Here at Burlish Park Primary we pride ourselves in our warm, caring and safe environment. As a school community we are passionate about meeting the needs of all children, making the most of their individual talents and nurturing a love of lifelong learning. Our vision is encapsulated in the words Love Learn Live.

We challenge everyone to be the best that they can be – Pupils, Staff, Parents and School Improvement Board. High self-esteem is encouraged, high expectations, standards and values are promoted.

We want all of our children to achieve the highest possible standards and make maximum progress in relation to their prior learning.

We want our children to be equipped for the future with skills such as; independence, resilience, motivation and respect.





Core Curriculum

At Burlish Park Primary School, we strive to build foundations to enable every child to become literate, preparing them for secondary school and to enable them to become successful in their later lives. The teaching we provide should allow all children to fulfil their potential while giving them the skills to understand and use language in all its aspects.

In English, we aim to engage all children in high quality learning experiences in order to foster passions for life long reading; while providing the confidence to communicate effectively in both speech and writing. Believing literacy has the power to enrich lives, we will strive to ensure every child develops the confidence and competence to embrace literature in its many forms.

In maths, our daily mathematics lessons use a variety of resources and approaches to ensure that we provide a creative learning environment than inspires our children to be inquisitive and enjoy their mathematical journey.



PE and Music Provision

We are very proud of our PE and Music provision. We employ PE and music specialists to teach our children and also boast a full range of extra-curricular activities including football, tennis and yoga. Many children in KS2 learn a musical instrument and this leads to them participating in our choir and music performance group.

In 2019, Burlish Park Primary were awarded the School Games Platinum mark for the third year running.



Excellent Outdoor Provision

At Burlish Park we have excellent outdoor provision with a purpose built Forest School. Our Year 1 children visit Forest School with our trained Forest School Leader. They also get many opportunities to engage in other outdoor learning.

Burlish Park Primary School

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