



Heronsgate Primary School

Important guidance on completing your application form

Your supporting statement, teaching and interview tasks will be used to assess suitability for the post.

- All jobs since leaving school, college or university must be listed in your application (whether or not you consider it relevant to the post). Any gaps **must** be explained in your application. We reserve the right to contact any of your previous employers to confirm the information you have given and to obtain references before employment
- All grades **must** be listed alongside *all* qualifications – you may not be shortlisted without this
- We cannot accept friends or family as referees. Your referees should ideally have been line managers, tutors or where you have worked in a school should be the Headteacher / mentor
- Successful candidates will be asked to bring *original* identification and certificates to the interview
- **Your supporting statement should show how you meet the attached PERSON SPECIFICATION. On your supporting statement, you may find it useful to deal with each point in the person specification in turn, making sure you relate your experience and skills to each short-listing criterion. This will ensure that you structure your supporting statement clearly and coherently**
- **Supporting statements must be typed and use less than 2000 words.**
- Applications can be emailed, posted or hand-delivered but must be received by the closing date.

At Heronsgate Primary School the health, safety and wellbeing of every child is our top priority. We expect all staff, governors and volunteers to share this commitment to safeguarding our pupils.

Our school has policies and procedures in place to deal with safeguarding issues, such as a strict selection and recruitment process for staff and regular volunteers.

All candidates must be willing to undergo an enhanced DBS check. We will not accept applicants who are not suitable to work with children and young people.



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Classteacher Person Specification

Key Criteria	Essential	Desirable
Qualifications, Training & Experience	<ul style="list-style-type: none">- Degree- Qualified Teacher Status	
Professional Knowledge & Understanding	<ul style="list-style-type: none">- Secure knowledge of Primary National Curriculum- Understand & promote high standards of literacy, phonics & mathematics strategies- Understand the school's role in the wider community	<ul style="list-style-type: none">- Ability to take leadership responsibility for a subject area
Skills & Abilities	<ul style="list-style-type: none">- Set high expectations & promote good progress/ pupil outcomes- Model positive behaviour, attitude & values expected of pupils- Plan & teach well-structured lessons- Promote a love of learning- Adapt and differentiate teaching to meet the needs of all pupil groups e.g. SEND, EAL, HA- Make accurate use of assessment, feedback & data to secure Pupil Progress- Effective behaviour management to ensure a safe learning environment- Communicate effectively & listen to parents/staff/children- Work closely with teaching /support staff- Set up/maintain an attractive, engaging learning environment- Excellent self-organisation skills- Good oral & written communication skills- Reflect on own practice & learn from others	<ul style="list-style-type: none">- Excellent ICT skills & experience
Other requirements	<ul style="list-style-type: none">- Form and maintain appropriate relationships/personal boundaries with children, staff & parents- Able to make positive contributions to the whole school- Display proactive & enthusiastic attitude- Commitment to extra-curricular activities- Able to support teachers with less experience & lead by example- Work with line manager & share the school's vision- Commitment to personal professional development & working in a team- Willingness to promote the Borough's Equal Opportunities Policies and implement these in the classroom	



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Job description for Classteacher

Purpose of the job

- To carry out the professional duties of a Main Grade Teacher under the Teacher's Contract (as defined in part of the School Teachers' pay and conditions document) ensuring the education and welfare of a class/group of pupils, having due regard to the school's aims, values and curriculum
- To share in the corporate responsibility for the well-being and behaviour of all pupils
- To promote good relationships with parents and the community

Main activities and responsibilities

- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within your phase and context
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning
- Teach challenging, engaging and well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
 - use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - adapt your language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide pupils, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Support and guide pupils so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
- Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on safeguarding so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's Positive Behaviour Policy, using and adapting a range of behaviour management techniques and strategies
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of school policies and practice, including those designed to promote equality of opportunity
- Communicate effectively with children, young people, parents and colleagues
- Be able to evaluate your performance and be committed to improving your practice through appropriate professional development
- Know the assessment requirements and arrangements for the subjects/ areas you teach, including those relating to public examinations and know a range of approaches to assessment, including the importance of formative assessment
- Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
- Know how to make effective personalised provision for your pupils, including those for whom English is an additional language or who have SEN or disabilities, and how to take practical account of diversity and promote equality and inclusion in your teaching
- Know when to draw on the expertise of colleagues, such as the Designated Safeguarding Lead and Inclusion Manager/SENDCo, and to refer to sources of information, advice and support from external agencies
- Know how to identify potential child abuse or neglect and follow safeguarding procedures

Equal Opportunities

- To support the school's/ Borough's Equal Opportunities policies

Agreed Class Teacher:

Name: _____

Signature: _____