



## Class Teacher Application Pack

Thank you for your interest in the role of **Class Teacher** at **Edith Weston Academy**, we hope you will feel inspired to apply to be part of our team.

We are looking for a brilliant class teacher to join our team. We are currently planning for this vacancy to be in either our Reception/KS1 class or our Year 3/4 class; please let us know your preference when applying. Applications will be welcomed from both new and experienced teachers for this post. Our year teams across the Trust work together to support each other with planning, and we are fully committed to supporting ECT's to flourish as they start their teaching journey.

### **We are looking for someone who can:**

- Plan and deliver engaging and differentiated lessons that cater to the needs of all learners
- Foster a positive and inclusive classroom culture that promotes well-being and academic excellence
- Assess student progress and provide timely feedback to support their learning journey
- Collaborate with colleagues to share best practices and resources
- Build strong relationships with students, parents, and colleagues to support the holistic development of each child

### **In return you will find:**

- Supportive leadership and a collaborative working environment
- Opportunities for professional growth and development
- Focus on staff well-being and work-life balance
- Positive and inclusive school culture
- Inspiring learning environments and a commitment to further develop this

**Contract Type: Permanent**

**Start Date: Easter**

**Salary: MPS 1 - 6**

Edith Weston Academy is a supportive place to work with a committed staff team. Everyone in our team is passionate about our school so we only want the very best people working with our children. We expect everyone to be committed to making our school the best it can be for the children, willing to go the extra mile every day and be actively involved in all aspects of school life.

Edith Weston Academy is part of the Brooke Hill Academy Trust comprised of three primary schools in Rutland and Lincolnshire. One of our driving values of our MAT is that our schools are treated as individuals, have their own character and serve their own unique communities. We share a common bond and work closely together to provide many opportunities for the children to work, learn and have fun with other children from across the Trust.

For more information about our school please visit our website [www.edithwestonacademy.co.uk](http://www.edithwestonacademy.co.uk) or visit the Trust website [www.brookehillacademytrust.co.uk](http://www.brookehillacademytrust.co.uk)

Thank you again for considering joining Brooke Hill Academy, we look forward to meeting you soon.



**To apply please complete the application form and return with a supporting statement. Please ensure your supporting statement covers all of the aspects in the person specification (using the headings):**

- Qualifications and Self-Development
- Experience, Knowledge and Understanding
- Skills
- Personal Ethos

The supporting statement should be no more than 2 sides of A4 (calibri/aptos font size 12). The supporting statement will be used to shortlist candidates against the person specification.

If you have any questions or require further information, please email: [slt@brookehillacademytrust.education](mailto:slt@brookehillacademytrust.education)

Visits to the school will be welcomed and can be arranged via email or contact the school office:  
**(01572 720025)**

**The closing date for this post is Monday 10<sup>th</sup> February at 12pm**

We have scheduled interviews to take place on Tuesday 25<sup>th</sup> January 2025. Should thi date not be suitable, please let us know at the point of application.

Please be aware that we are committed to safer recruitment and safeguarding and all offers of employment will be conditional pending positive references, enhanced DBS, qualifications and medical checks. This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Please visit our website to view our safeguarding policies.

Wherever possible references will be gathered after shortlisting prior to interview.

# Class Teacher Person Specification

## To be covered in Application Form and Supporting Statement

Essential	Desirable
Qualifications and Self Development	
Degree	Further relevant professional qualifications
Qualified Teacher Status	Commitment to ongoing professional development
Relevant recent roles or professional development that helps prepare for this position.	
Experience, Knowledge and Understanding	
Experience of teaching in a Primary school	Experience of working in different Key Stages
Ability to deliver quality English and Maths including at greater depth to ensure good progress of all children	Desire to develop as a subject leader
Understanding of working with children with a range of learning needs/ SEND and strategies to support them effectively	Experience of using ICT based assessment and tracking software
Experience of holding yourself to account to raise standards for all children, especially those who are disadvantaged.	
Skills	
Able to inspire, motivate and inspire pupils to achieve their potential	Ability to plan for and manage teaching assistants effectively to ensure positive impact on pupils.
Ability to differentiate learning effectively to ensure all children make strong progress in every lesson and over time	Middle leadership experience leading a subject area or project across the whole school
Strong communication and interpersonal skills	
Personal Ethos	
High expectations for children in both learning and behaviour	Passion for promoting well-being and creating a culture of excellence
A positive and nurturing role model for the children.	A positive and energetic attitude with high expectations of self as a professional teacher
Able to work effectively as part of a team and contribute positively to the life of our school	

**Aspects to be covered at Interview (not on application form)**

Essential	Desirable
Qualifications and Self Development	
Self-motivated and eager to develop professional knowledge, skills and understanding	
Experience, Knowledge and Understanding	
A clear understanding of expectations for learning and how to secure excellent outcomes.	Willingness to develop as a future leader and desire to lead a subject area across the school.
An ability to reflect effectively about own practice and hold yourself and others to account	Knowledge of OfSTED expectations, Education Acts and other relevant legislation
An understanding of different vulnerable groups and how to support them effectively	Experience of using assessments to set targets
Knowledge and understanding of effective assessment strategies.	
A thorough understanding of, and commitment to uphold all safeguarding systems and policies	
Understanding of how to promote children's SMSC development and British Values	
Skills	
Practical understanding of effective teaching, learning and classroom management strategies	Enthusiasm and ability to use ICT creatively across the curriculum
Ability to lead and support TA's effectively to support children's learning	A creative approach to developing an effective <i>learning</i> environment
Resilient under pressure	Understanding of the role which can be played by parents in improving outcomes for children
Able to challenge, investigate, solve problems and make decisions	
Able to deal sensitively with staff, parents and pupils	
An ability to work with and engage parents effectively to represent the school positively	
Personal Ethos	
A passion and enthusiasm for teaching with a desire to fulfil every child's potential	
Calm and positive approach	
Ambition to be an outstanding teacher actively involved in all aspects of our school.	

# Class Teacher Job Description

## **Duties**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the Teachers Professional Standards. It may be modified by the Trust, following consultation, to reflect or anticipate changes in the job, commensurate with the salary and job title.

## **Teaching and learning**

*To adhere to the teaching standards and uphold the professional code of conduct expected of professional teachers*

1. Identify and adopt the most effective teaching approaches for all pupils, acting upon advice, training and support to develop practice.
2. To follow all school systems and expectations for teaching, learning and behaviour.
3. Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
4. Assess, monitor, record and report on the learning needs, progress and achievements of pupils, making accurate and productive use of assessment
5. Adapt teaching to respond to the strengths and needs of pupils
6. Set high expectations which inspire, motivate and challenge pupils
7. Promote good progress and outcomes by pupils
8. Demonstrate good subject and curriculum knowledge
9. Participate in arrangements for preparing pupils for external tests
10. Take part in the school's appraisal procedures
11. Take part in further training and development in order to improve own teaching
12. Take part in the appraisal and professional development of others, where appropriate

## **Whole-school organisation, strategy and development**

1. Support the aims, ethos and expectations of the school.
2. Actively participate in staff training and seek appropriate training opportunities to develop self.
3. Attend team and staff meetings.
4. Collaborate and work with colleagues and other relevant professionals within and beyond the school
5. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
6. Make a positive contribution to the wider life and ethos of the school
7. Communicate effectively with pupils, parents and carers

## **Health, safety and discipline**

1. Promote the safety and wellbeing of pupils
2. Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

## **Personal and professional conduct**

1. Uphold the school's code of conduct.
2. Ensure that all required deadlines are met on time.
3. Ensure that all school expectation and policies are adhered to at all times, seeking clarification if unsure.
4. Represent the school in a positive and professional manner in all interactions with stakeholders and the wider community including through social media
5. Ensure that confidential school information is not released to other members of staff, parents or children unless through authorised channels.
6. Develop effective professional relationships with colleagues
7. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

8. Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
9. Understand and act within the statutory frameworks setting out their professional duties and responsibilities
10. Undertake any reasonable additional duties as directed by the Head Teacher.

### **Safeguarding**

1. Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
2. Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
3. Promote the safeguarding of all pupils in the school
4. To share in the school commitment to safeguarding and promoting the welfare of children.
5. To undertake safeguarding training and seek additional information and training as appropriate.

### **School Development Lead (not ECT):**

In addition to the professional duties of a class teacher, all teachers are expected to undertake the following duties in relation to leading an aspect of school development, initiative or curriculum area.

- Promote their focus area within the whole school curriculum and keep its profile high with all staff.
- Advise on the development of their focus aspect and support colleagues on its implementation.
- When requested, present the senior leaders with accurate and up-to-date information, based on ongoing monitoring, of standards and progress across the school in their aspect with particular attention to the end of Key Stages.
- Monitor and evaluate the expectations and effectiveness of activities within their aspect and report to the Head Teacher.
- Monitor and evaluate year group subject content to ensure sufficient challenge for the children.
- Produce and monitor an action plan of the subject identifying priorities and advising the Head Teacher of spending needs. Where appropriate use this document to support the Head Teacher in developing the School Improvement Plan.
- Develop and review policy documents where necessary.