



## Southfields Primary School

Believe in Yourself  
Value Others,  
Be proud of your achievement  
Smile, Shine, be happy

# Class Teacher Application Pack

## October 2024





## Southfields Primary School

Dear Applicant,

### Appointment of Class Teacher

Thank you for your interest in our Class Teacher post at Southfields Primary School starting in January 2025. This position will be a temporary position to cover maternity, but there may be a chance of a permanent appointment for the right candidate

Southfields is a large primary school with 630 pupils (PAN) and 99 staff. We have a Hub of Excellence for Speech and Language, and endeavour to provide an exceptional education in a vibrant environment for children aged 4 to 11.

We are looking for an inspirational and highly motivated Class Teacher who will build upon the strengths of the school and work in partnership with all stakeholders and staff to take it forward into its next phase of development. We will consider both full time and part time applications from Teachers.

Visits to the school are strongly encouraged, please contact Mrs Dale (my PA) to arrange a suitable date and time. Additional information is available on the school website [www.southfieldsprimary.co.uk](http://www.southfieldsprimary.co.uk)

All applications must be emailed to [vacancies@southfields.peterborough.sch.uk](mailto:vacancies@southfields.peterborough.sch.uk)

I hope you find the attached information useful and look forward to meeting you.

Yours sincerely,

Mrs Joanna Urciuoli  
Headteacher



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### A letter from the children of Southfields

We would like to help Mrs Urciuoli, our Headteacher, find a Class Teacher for our school. We are loveable children who need a kind, funny, clever, fair and patient Class Teacher who has high expectations of themselves and us.

We would like someone who enjoys coming to school every day and loves spending time with us. We believe in kindness and the positive power of communication.

Mrs Urciuoli believes that our opinions count. We have a great school council which provides us with a positive voice in the school community. We would like our new Class Teacher to have fun with us, make us work hard and take an interest in us, as well as support trips, visits and residential to interesting places.

We want to learn and try really hard at school, so we want someone who will expect the best from us as well as support us to learn in creative and exciting ways. In return we will make you smile; we will make you happy with our little notes, pictures and 'special homemade gifts', and make you proud.

We look forward to meeting you soon,

The children of Southfields xxx



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### Class Teacher Main Scale – maternity cover

The Headteacher and Governors would like to appoint an experienced main scale teacher to join Southfields Primary School to cover maternity. We will consider both full time and part time applications from Teachers. Although this post is temporary, there may be a chance of a permanent appointment for the right candidate.

We are looking for an enthusiastic teacher to join our team in January 2025.

We are looking for individuals who are:

- Passionate about offering children an environment which encourages them to love learning.
- Committed to safeguarding and promoting the welfare of young children
- Able to demonstrate that learning is fun and act as a positive role model.
- Willing and able to promote the ethos and core values of our school.

Our one school rule is to be kind and is embedded in everything we do.

We are a school with a love of books and this is interwoven into all aspects of our curriculum. We are a Hub of Excellence for Speech, Language and Communication, as well as a Voice 21, Makaton Friendly school and Eklan accredited communication friendly school.

We have excellent IT facilities and additional teachers to support you with specialisms. Our grounds are well developed and we have a love of Eco/Forest Schools and sustainable living. We have the Arts mark and value the contributions the arts make to education, and we offer a full and vibrant curriculum.

As a school we believe environments should change like nature changes its landscape. We are looking for someone who will bring new ideas and kindness to our school. We value and encourage personal development.

Does our school sound like somewhere you would like to work? If so please take time to visit, meet us all and look around our fantastic school and grounds. This is a unique opportunity and we welcome you to join us on the next part of your career journey. Please contact Mrs Dale (PA to the Headteacher) to arrange a visit. Tel: 01733 562873 or alternatively email: [vacancies@southfields.peterborough.sch.uk](mailto:vacancies@southfields.peterborough.sch.uk)

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, working closely with families and the local community. All appointments are conditional and subject to an enhanced DBS disclosure and two satisfactory references.

Closing date for applications is 12 noon Monday 21st October 2024

Interviews will take place on Thursday 24th October 2024



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### Qualified Teacher Job Description

This job description may be amended at any appropriate time, following consultation between the Headteacher and teacher, and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

#### Core purpose of post

- To provide a high quality educational experience for all children.

#### General duties and responsibilities

- To carry out the duties of a schoolteacher as set out in the School Teachers Pay and Conditions Document.
- To continue to meet the required standards for Qualified Teacher Status.

#### Teaching

##### 1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

##### 2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### 3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings



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- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches of teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject areas

### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs: those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons



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- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- manage good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### 8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### Personal and Professional Conduct

- Demonstrate consistently high standards of personal and professional conduct.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect of the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



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- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**This position will also involve taking on other appropriate roles and duties as and when directed by the Headteacher.**

### **Variation**

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Governing Body reserves the right to make changes in the job description following consultation with the Headteacher and the school's personnel provider.





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### Qualified Teacher Person Specification

Factor	Essential	Desirable	Ascertained by
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> </ul>
<b>Knowledge, understanding and experience</b>	<ul style="list-style-type: none"> <li>• To have a clear understanding of the National Curriculum and its application</li> <li>• A knowledge of strategies which enable good teaching and learning to take place</li> <li>• To be able to identify the correct pitch of work for all children they teach</li> <li>• Have experience of impacting on pupil's attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching across the Primary age range</li> </ul>	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• The ability to communicate effectively in a verbal and written form to a range of audiences</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> </ul>
<b>Skills and aptitudes</b>	<ul style="list-style-type: none"> <li>• The ability to teach all subjects across the Key Stage to an exceptionally high standard and be willing to move this on to outstanding</li> <li>• To be able to effectively use a variety of teaching and organisational styles and resources, including IT</li> <li>• To have the ability to develop and maintain good professional relationships and contribute positively to curriculum development</li> <li>• A willingness to learn about Speech and language difficulties and undertake training to support the enhanced resource provision within the school</li> <li>• To have a creative approach towards teaching and learning</li> <li>• Ability to support pupils with additional needs and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to contribute to an extra-curricular area</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• References</li> <li>• Interview</li> <li>• Specific qualifications or experience</li> </ul>
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• To be committed to raising the levels of attainment and standards of all children they teach</li> <li>• A sense of humour, flexibility, high levels of energy and resilience</li> <li>• Willingness to learn</li> <li>• Be hardworking, kind, flexible and able to work as a member of a team and to see the magic of learning</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• References</li> <li>• Interview</li> </ul>