**Class Teacher Key Stage 2**

**School: St Patrick’s RC Primary School, Foxholes Rd, Rochdale, OL12 0ET**

**Required: 1st September 2024**

**Grade: Main and Upper Pay Scales**

**Salary: £30,000 to £46,525** (Teachers Terms and Conditions)

**Working Hours/Pattern: Full Time, 1.0 equivalent**

**Contract Type:** Permanent

**Closing Date: 5th May 2024**

**Shortlisting: 7th May 2024**

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| **Interview: 10th May 2024****Purpose of Job:**We are seeking to appoint an inspirational, enthusiastic teaching professional who can work as part of our dedicated and exceptional team within Key Stage 2. The candidate will be expected to demonstrate the ability to meet the Teachers’ Standards. The classes are mixed age and cater for pupils in Years 3 and 4 or 5 and 6. The post has a full time class teaching responsibility. Other areas of responsibility will be negotiated with the successful applicant depending upon experience. |  |

**The successful candidate will**:

* Have successful experience of teaching pupils in Key Stage 2
* Have experience of supporting pupils with Special Educational Needs
* Provide happy, stimulating learning environments
* Have a clear understanding of the Catholic faith and be willing to uphold the school’s ethos and values
* Foster effective relationships with all stakeholders

**We can offer:**

* A supportive and dedicated Local Governing Body and Staff
* Highly effective safeguarding procedures.
* A working environment where all feel valued and respected.
* Supportive colleagues and governors with a clear vision and high aspirations for the school.
* A highly dedicated and inspirational team.
* A commitment to relevant, personalised Continuous Professional Development.
* A happy, calm and welcoming working environment.
* Opportunities to work within the wider STOCCAT team

Prospective candidates are warmly welcomed to visit the school. Please contact Mrs Islam 01706 648089 kislam@stpatricksprimary.stoccat.org.uk to make an appointment.

The school is committed to safeguarding and promoting the welfare of all students and we expect all applicants to share this commitment. The post you are applying for is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). All appointments will be subject to an enhanced DBS disclosure, including a Children’s barred list check and satisfactory referencing. Information provided by you or the Disclosure and Barring Service will be dealt with in a confidential manner in accordance with the DBS's Code of Practice. You may view the Code of Practice on the DBS website at www.gov.uk/dbs or alternatively a copy is available on request.

Please note that in line with Keeping Children Safe in Education 2023, an online search will be carried out as part of our due diligence on shortlisted candidates.

Applications will only be considered from individual applicants on our standard application form, and not via CV alone or agencies.

**PERSON SPECIFICATION**

**Source Key: A = Application, I = Interview, T = Task, CC = Certificate Checking,**

**R = References**

**Note: Candidates failing to meet any of the essential criteria will be automatically excluded.**

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| 1. **Qualifications and Training**
 | Essential / Desirable | Demonstrated in |
| * 1. Qualified teacher status
 | **E** | **A/CC** |
| * 1. Has completed the Catholic Certificate of Religious Studies
 | **D** | **A/CC** |
| 1. **Experience**
 |  |  |
| * 1. Evidence of successful and sustained teaching experience within Key Stage 2 in at least one school
 | **E** | **A/I** |
| * 1. Experience of subject leadership
 | **D** | **A** |
| * 1. Experience of implementing positive behaviour management in Key Stage 2
 | **E** | **A** |
| * 1. Experience of assessing core and foundation subjects in Key Stage 2.
 | **E** | **A** |
| 1. **Knowledge, skills and abilities**
 |  |  |
| * 1. High expectations of all pupils
 | **E** | **A/I** |
| * 1. Evidence of a high standard of classroom practice
 | **E** | **A/I** |
| * 1. A thorough knowledge of the current curriculum practice in Key Stage 2
 | **E** | **A/I/R** |
| * 1. A commitment to inclusive education
 | **E** | **A/I** |
| * 1. The ability to have effective interpersonal and communication skills with colleagues, pupils and parents
 | **E** | **A/I/T/R** |
| * 1. Evidence of a high level of personal motivation and enthusiasm
 | **E** | **A/I/R** |
| * 1. Experience of successfully supporting pupils with special educational needs
 | **E** | **A/I** |
| * 1. Knowledge of recent assessment techniques and statutory testing arrangements
 | **E** | **A/I/T** |
| * 1. A commitment to providing a broad & balanced creative curriculum through innovative approaches to teaching & learning
 | **E** | **A/I** |
| * 1. The ability to work with other staff, including support staff, when planning and delivering the curriculum
 | **E** | **A/I** |
| * 1. The ability to provide a happy, stimulating learning environment
 | **E** | **A/I/R** |
| * 1. A positive attitude to personal and professional development
 | **E** | **A/I/R** |
| * 1. The ability to work with parents, carers and other members of the school community
 | **E** | **A/I/R** |
| * 1. A willingness to participate in extra-curricular activities
 | **E** | **A/I** |
| * 1. Able to use own initative and meet deadlines
 | **E** | **A/I** |
| * 1. An understanding of the importance of learning through collaboration which will enhance all learning styles
 | **E** | **A/I/T**  |
| * 1. Ability to maximise the use of new technologies
 | **E** | **A/T** |
| * 1. An understanding of the importance of developing independent learners
 | **E** | **A/I** |
| * 1. Evidence of planning lessons that maximise progress for all learners
 | **E** | **I/T/R** |
| * 1. Model effectively during the teaching phase of a lesson
 | **E** | **I** |
| 1. **Professional and Personal Qualities**
 |  |  |
| * 1. Practising Catholic
 | **D** | **A/R** |
| * 1. Have a clear understanding of the Catholic faith and be willing to lead and take part in Christian worship within the school context
 | **E** | **A/I/R** |
| * 1. A commitment to working as part of a collaborative team
 | **E** | **I/T/R** |
| * 1. An enthusiast with energy, sensitivity, flexibility and a positive outlook
 | **E** | **I/T/R** |
| * 1. The capacity to inspire and motivate others, leading by example
 | **E** | **A/I** |
| * 1. Committed to the provision of a differentiated curriculum, which meets the needs of **all** children and promotes their individual development
 | **E** | **A/I** |
| * 1. Experience of implementing positive behaviour management
 | **E** | **A/I/T/R** |
| * 1. Flexible in approach and willing to learn and develop new skills
 | **E** | **I/R** |
| * 1. Demonstrates a high level of English grammar (spoken and written)
 | **E** | **A/I/T** |
| * 1. Smart, professional appearance
 | **E** | **I** |