



THE BAY CE SCHOOL

Believe • Inspire • Excel

Class Teacher

August 2021





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Dear Candidate,

Thank you for expressing an interest in the fixed term Class Teacher position. .

From September 2018 The Bay CE School opened as an all-through school providing education for pupils aged 4 to 16 years. The school has two sites and this role is situated at the primary site.

We are proud of our children at our school for their attitude and effort in learning and their exemplary behaviour. We work closely with our parents and the local communities which we feel is key to all that we do. Our curriculum aims to prepare and develop children's academic, social and emotional skills; in order that they will achieve their full potential.

We expect hard work, skill and dedication from our staff and in return we will provide an excellent working environment and access to high quality professional development.

We are looking for a Class Teacher that will be:

- Passionate about ensuring our children are able to fulfil their potential in all areas.
- Resilient and enthusiastic.
- Committed to our inclusive ethos, putting the safety and wellbeing of the children and the school community at the forefront of all they do.

How to Apply

Interested candidates can download an application pack from our website: bayceschool.org

Closing date for applications: Friday 20th August 2021 (Noon)

Virtual Interviews: Tuesday 31st August 2021

Completed application forms should be e-mailed to recruitment@bayceschool.org

All applications will be acknowledged upon receipt.

References will be requested prior to interview and an enhanced DBS check will be required for successful applicants.

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.

Should you have any queries, please do not hesitate to contact me (dmills@bayceschool.org)

Yours Sincerely,

Mr Duncan Mills
Executive Headteacher

Job Description

Job Title: Class Teacher

Scale: MPS

Responsible to: The Executive Headteacher, Head of School and the Cornerstone Federation Governing Board.

Relationships: Liaison with the teaching and non-teaching staff of the school, Governors, Parents, Children, Advisors and other Professionals

Main purpose of the job:

- Take responsibility for a class of children on an annual basis as directed by the Executive Headteacher.
- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Implement agreed school policies and guidelines.



Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against Teacher Standards as part of the Performance Management process.



Teaching

Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.

Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.

Be accountable for the attainment, progress and outcomes of pupils' you teach

Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.

Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)

If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.

Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging precise learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.

Use teaching strategies that keep pupils engaged through effective questioning, lively presentation and good use of resources.

Make accurate and productive use of assessment to secure pupils' progress.

Lead, organise and direct support staff within the classroom.

Give pupils regular feedback, both orally and through accurate constructive feedback and marking in line with policy. Encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.

Use relevant data to monitor progress, set targets, and plan subsequent lessons.

Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.

Plan appropriately to meet the needs of all pupils, through differentiation of tasks. Ensure you plan to effectively meet the needs of pupils with Special Educational Needs and in collaboration with the SENCO, prepare, implement, monitor and review Individual Educational Plans.

Be able to set clear targets, based on prior attainment, for pupil's learning.

Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils. Create a safe and stimulating learning environment that supports learning and in which pupils feel secure and confident.

Keep appropriate and efficient records, integrating formative and summative assessment into planning;

Work with school leaders to track the progress of individual children and intervene where pupils are not making progress;

Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.



Behaviour and Safety

Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy.

Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils.

Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.

Have high expectations of behaviour, promoting self control and independence of all learners.

Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.

Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising and concerns following school protocols and procedures.



Team working and collaboration

Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.

Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Contribute to constructive team building amongst teaching and non-teaching staff, parents, carers and Governors.

Support initiatives decided by the Executive Headteacher or Head of School

Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.

Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.

Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Fulfil wider professional responsibilities

Work collaboratively with others to develop effective professional relationships

Deploy support staff effectively as appropriate.

Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.

Communicate and cooperate with specialists from outside agencies.

Make a positive contribution to the wider life and ethos of the school.

Administration

Register the attendance of and supervise learners, before, during or after school sessions as appropriate.

Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Marking to be carried out in accordance with school marking policy.

Report to parents on the development, progress and attainment of pupils;
Parent consultation evenings to be attended as per the school policy.

Participate in meetings which relate to the school's management, curriculum, administration or organisation.

Professional development

To take responsibility for one's own professional development including Performance Management procedures.

Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.

Participate in the performance management system for the appraisal of their own performance, or that of other teachers

Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

Proactively participate with arrangements made in accordance with the Appraisal Regulations.

Other

To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.

Promote the school's mission statement

Make effective use of ICT to enhance learning and teaching and lead as a subject throughout the school.

The school takes the safety of children seriously. All staff are expected to follow the school's Child Protection Procedures.

Perform any reasonable duties as requested by the Executive Headteacher and Head of School.



Standard information

Generic quality statement – The Isle of Wight Council expects that its staff will adhere to its policies and procedures. All members of staff are expected to be familiar with procedures and undertake appropriate activities to support their learning and development.

Safeguarding – The Isle of Wight Council is committed to safeguarding and promoting the welfare of children and vulnerable adults and operates stringent safer recruitment practices. Diversity and Equality – All employees are expected to treat others with dignity and respect.

Health and Safety – The Isle of Wight Council has a duty to protect employees and all employees have a duty to protect themselves and others from harm as far as is reasonably practicable.

Data Protection and ICT Security – All employees are required to ensure that any information or data collected or input in to a Council system complies with the standards set out and any associated processes that are specific to an area of work.

This job description is correct as at the date given above. In consultation with the postholder it is liable to variation by management to reflect or anticipate changes to the job. As a term of employment the postholder may be required to undertake other duties in this post or, following consultation, any other post in any of the Isle of Wight Council's Directorates.



Person specification

Job Title: **Class Teacher**

Directorate: **Education**

E = ESSENTIAL D = DESIRABLE		SOURCE OF EVIDENCE - APPLICATION = TEST = INTERVIEW =	A T I
	1. QUALIFICATIONS.		
E	QTS (Primary age range)		A
E	Degree level (or equivalent qualification.)		A
	2. EXPERIENCE		
E	Will have had some experience of teaching children in early years/key stage 1 and key stage 2.		A/I/T
D	Experience of working effectively in partnership with parents.		A/I/T
D	Experience of leading a subject area, with ability to show whole school impact.		A/I
D	Experience and willingness to provide extra curricular activities for children.		A/I
			A/I
	3. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING.		
E	Must have a sound knowledge of the national curriculum.		A/I
E	An understanding of curriculum and pedagogical issues relating to teaching and learning.		A/I
E	Familiarity with Standardised Attainment Tests.		A/I
E	Understanding of and commitment to the school policies, in particular: Participation and implementation of the School Behaviour policy. Implementation of the school Equal Opportunities Policy.		A/I
E	Knowledge of effective strategies to include and meet the needs of all pupils in particular underachieving groups of pupils and pupils with SEN.		A/I
E	Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN.		
	4. PROFESSIONAL SKILLS AND ABILITIES		
E	A Teacher with good ICT knowledge and skills relating to class teaching, able to demonstrate the effective use of ICT to enhance learning.		A/I
E	Must be able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks.		T/I
E	Must be able to keep record of pupil progress in line with school policy.		T/I
E	Must be able to use assessments of pupils learning to inform future planning.		T/I
E	Ability to plan and work collaboratively with colleagues.		T/I
D	Evidence of good and above lesson observations.		T/I
D	Show evidence of commitment to taking an active part in school life, including out of school activities.		T/I
D	Evidence of continuous professional development and commitment to further professional development relating to curriculum/learning and teaching.		T/I
			A/I
	5. PERSONAL QUALITIES		
E	Must be willing and enjoy engaging with parents in order to encourage their close involvement in the education of their children.		A/I
E	A teacher with a flexible approach to work who enjoys being a good team member.		A/I

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E	Must have good communication skills both orally and in writing.		A
E	Must be able to manage own workload effectively.		A
E	Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships.		
E	Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit.		
E	To practice equal opportunities in all aspects of the role and around the work place in line with policy.		
E	To maintain a personal commitment to professional development linked to competencies necessary to deliver the requirements of this post.		
E	Highly motivated and able to motivate self and others.		
E	Approachable and flexible.		
	6. KNOWLEDGE AND ATTITUDE		
E	Passionate about children's learning.		A/I/T
E	Commitment to safeguarding and promotion of welfare of children and young people.		A/I/T
E	Resilience, enthusiasm and humour.		A/I
E	Excellent record of attendance and punctuality.		A/I
	Empathetic and capable of realistic self-assessment.		A/I
E	Open and honest.		
E	Fulfil the requirements of an enhanced DBS disclosure.		
D	A creative approach to teaching and learning.		
D	Understanding of the strategies for behaviour for learning.		A/I
D	A dedication to high academic standards.		A/I
D	A belief in working partnerships.		A/I
D	Knowledge of current educational trends, curriculum developments and educational initiatives including assessment without levels.		A/I
			T/I



The Isle of Wight

Getting to the Isle of Wight has never been easier with up to 200 fast and reliable services running every day. There are excellent rail connections to all the major ferry ports, providing fast access to the Isle of Wight from across the UK. Travel time from London Stations to most of the ports is less than two hours, and many ferry services coincide with train arrival times.

Wightlink operate a vehicle ferry from Portsmouth to Fishbourne or Lymington to Yarmouth and a fastcat passenger service to Ryde. Red Funnel operate a vehicle ferry from Southampton to East Cowes and a Redjet passenger service to Cowes. Hovertravel offer a foot passenger only service from Southsea to Ryde. Journey times vary depending on which route you are choosing, from 12 minutes to 55 minutes.

The Isle of Wight is a great and safe place to live. With fabulous scenery to explore, coastal and countryside walks, plus miles of beaches; coupled with a lively events calendar, plenty of family-friendly attractions and a thriving food and drink scene, there is something for everyone.





bayceschool.org