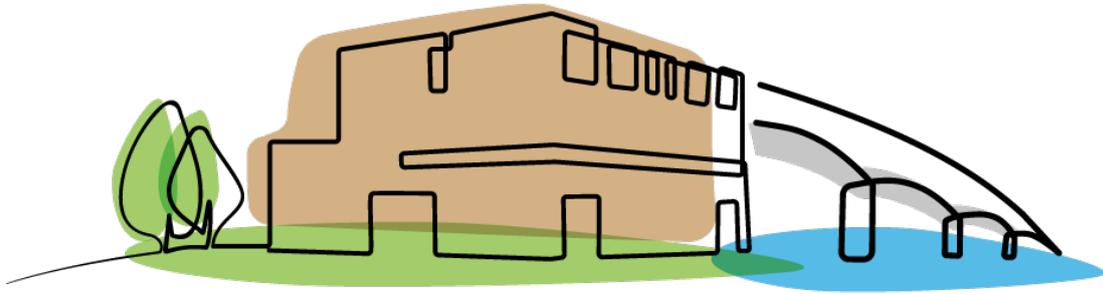


Valentine Primary School



VALENTINE
PRIMARY SCHOOL

Class Teacher

Candidate Information
Pack

Job start date: September 2026
(July start and pay for ECTs)

Contents:

1. Advert text
 2. Job Description
 3. Person Specification
-

Are you passionate about changing the life chances of young people?

Dear Colleague,

Thank you for your interest in our advertised class teacher role. We are looking to appoint an exceptional candidate to our dedicated school team.

The successful candidate will be presented with the opportunity to progress within the school if demonstrating the right impact.

We are keen to receive applications from experienced as well as early career teachers - we know that both add a dynamic to school that will support our continued growth and development.

Information about our school:

We are a large (three-form-entry) primary school situated in the city of Southampton. We serve a predominantly white-British community sandwiched between areas of social and private housing. We have a school of two halves: with a block built at the turn of the last century as well as a new build (2020).

And in September 2023 we increased our partnerships with a local, and newly judged 'outstanding' primary school and support from executive leadership.

Our curriculum is exciting and innovative. To implement and supplement learning - you'll receive training in VR (virtual reality) headsets to bring alive ideas and concepts. Have you ever wanted to teach the circulatory system by enabling children to BECOME a blood cell? In addition, your planning time is precious - so since January 2024 - we are giving all teachers an additional hour of PPA per week!

As you can see, the school is on a journey. Three times 'Requires Improvement' means that we need to invest in and accelerate progress to enable all children to thrive! Are you excited to make a difference?

Our offer to every teacher:

- **Bespoke professional development opportunities.**
- **Cutting-edge technology** for the planning and delivery of lessons. Use of multi-collaboration platforms to simplify the process of lesson planning.
- A device to help your planning, preparation and assessment.
- **A 'Staff wellbeing charter'** with perks including, a paid days leave throughout the year for personal wellbeing. A commitment to reduce planning.
- The introduction of a new curriculum for non-core subjects that **includes the sequential planning, learning resources and visuals for 70% of the curriculum. All you need to do is tweak for your children.**
- Support from two local schools for co-planning and sharing of ideas and moderation.
- A subscription for you and 5 dependents to the CALM app at a premium rate.

Application information:

Your interview day is a mutual process aligned to helping you to decide if this is the school to advance your career in. We aim to make the day as supportive as possible. Any questions pre or post application can be sent to Kevin Brown, our group Operation's Manager: k.brown@smpartnership.org.uk.

Telephone conversations with the Headteacher will be arranged with all interested candidates.

Valentine Primary School - POST DEFINITION

JOB DESCRIPTION: Class Teacher

GRADE: Main Pay Range / Upper Pay Range

CONTRACTURAL ARRANGEMENTS: Permanent

START DATE: Autumn 2026



CORE DUTIES

To provide professional teaching to a class (or group) of pupils within the school to improve standards of learning and achievement for all. These responsibilities are outlined in the School Teacher Standards from the Department for Education.

- Teaching
- Planning
- Assessing pupil progress
- Leading a subject/curriculum area
- Participating in Continuing Professional Development
- Other duties as outlined in the School Teachers Pay and Conditions Document and the National Standards for Teaching

Key outcomes of an effective main scale teacher

Pupils who demonstrate:

- Good progress and high attainment in the class/group
- Enthusiasm and motivation in the class/group
- Positive responses to learning
- Respect for themselves and others

Parents who:

- Are well informed about their children's progress and targets for further improvement
- Know how to support their children in their learning
- Know about the class or group's activities and trips

Other adults (including Learning Support Assistants) who:

- Are informed about pupil achievement in the class or group
- Can support the teaching and learning in the class

The following key tasks are derived from the national standards for qualified teacher status and exemplify good practice.

At Valentine Primary School, a classroom teacher will need to develop the professional skills

A: Planning, teaching and class management

As a classroom teacher you will be expected to undertake the following key tasks:

Planning

- a) plan their teaching to achieve progression in pupils' learning through:
 - i. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed
 - ii. setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest
 - iii. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work
 - iv. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do
 - v. identifying pupils who:
 - Have special educational needs, including specific learning difficulties
 - Are very able
 - Are not fluent in English and knowing where to get help in order to give positive and targeted support
- b) provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
- c) make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- d) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- e) where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study
- f) ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time
- g) monitor and intervene when teaching to ensure sound learning and discipline
- h) establish and maintain a purposeful working atmosphere
- i) set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- j) establish a safe environment which supports learning and in which pupils feel secure and confident;
- k) use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through effective implementation of Valentine Primary School's Teaching and Learning Policy

- l) are aware of the Code of Practice and the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEP's) for pupils at Stage 2 of the Code and above
- m) ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject
- n) evaluate their own teaching critically and use this to improve their effectiveness

B: Monitoring, assessment, recording, reporting and accountability

A classroom teacher at Valentine Primary School demonstrate that s/he:

- a) assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- b) mark and monitor pupils' assigned class work and homework, providing constructive oral and written feedback, and setting targets for pupils' progress
- c) assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - i. check that pupils have understood and completed the work set
 - ii. monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning
 - iii. inform planning
 - iv. check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject
- d) are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- e) recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance
- f) understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement
- g) use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.

C: Knowledge and Understanding

- a) understand the purposes, scope, structure and balance of the National Curriculum Orders, citizenship and RE
- b) are aware of the breadth of content covered by the pupils' National Curriculum across the primary core and foundation subjects and RE
- c) understand how pupils' learning is affected by their physical, intellectual, emotional and social development
- d) **for English, Mathematics and Science** have a secure knowledge and understanding of the subject content for primary English, Mathematics and Science
- e) **for any non-core, non-specialist subject covered in their training**, have a secure knowledge of the pupils' National Curriculum. For RE, the required standard for non-specialist training is broadly equivalent to the end of Key Stage statements.

D: Following professional requirements

- a) a working knowledge and understanding of:
 - i. teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions September 2018
 - ii. teachers' legal liabilities and responsibilities
- b) have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff
- c) set a good example to the pupils they teach, through their presentations and their personal and professional conduct
- d) are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them
- e) understand the need to take responsibility for his/her own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. Participate in annual performance reviews and the setting of objectives for professional development and pupil progress
- f) understand his/her professional responsibility in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- g) recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare
- h) is aware of the role and purpose of School Governing Bodies



Person Specification – Classroom Teacher

Category	Skills/Ability/Experience	Desirable/Essential
Qualifications/Professional Development	<ul style="list-style-type: none"> • Qualified teacher status • Ability to reflect upon and identify own learning needs 	Essential
Experience	<ul style="list-style-type: none"> • Successful teaching experience at good or outstanding grade 	Essential
Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum. • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Secure knowledge of the statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	Essential
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences- e.g. staff, pupils, parents 	Essential
Skills, Qualities and Abilities	<ul style="list-style-type: none"> • High quality teaching skills • High expectations of pupils' learning and attainment • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills 	Essential

	<ul style="list-style-type: none"> • Good intrapersonal skills • Effective ICT skills • Flexibility 	
References	<ul style="list-style-type: none"> • Positive recommendation in professional references 	Essential
Safeguarding	<ul style="list-style-type: none"> • Valentine Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants. 	Essential