Amplify Education

Hotwells Primary School
Class Teacher

Job description

Job title	Class Teacher
Location	Hotwells Primary School
Salary	M1 - M6
Role Summary	The Head Teacher is looking to recruit an outstanding teacher who shares the vision for Hotwells Primary School: developing children who are ambitious, creative, local and global citizens. Applications are invited from charismatic, enthusiastic and suitably qualified teachers for this exciting and rewarding post. The successful candidate will demonstrate a passion for providing an exceptional learning experience, and demonstrate a creative and inspirational approach to teaching. This is a fixed term position for one year until the 31st August, 2027 (or earlier if the postholder returns).
Working pattern	Monday - Friday, Term time, full time.
Responsibilities	All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document. Due regards should also be paid to the Teacher Standards (2012), against which teacher performance will be assessed as a part of the appraisal process. **Teaching:** • Create and manage a stimulating, enjoyable, purposeful and safe learning environment for all pupils; • Promote a caring, supportive and mutually respectful learning environment • Set challenging, stretching goals in learning and social development which prepare pupils for their life beyond school; • Promote high expectations of achievement in all areas of school life; • Plan and provide well-structured learning activities which build on rigorous ongoing assessment of pupils' capabilities and needs; • Be accountable for pupil progress, attainment and outcomes;

	• Keep up to date with, and demonstrate knowledge of, how children learn, and use this to influence teaching; • Encourage pupils to take responsibility for their learning, and to develop healthy, conscientious attitudes to learning; • Demonstrate secure subject knowledge, and in the Foundation Stage, secure knowledge of the Early Learning goals and associated curriculum; • If teaching early reading, have a secure understanding of appropriate teaching strategies, include, but not limited to, systematic phonics approaches; • If teaching early mathematics, have a secure understanding of appropriate early mathematics teaching strategies; • Demonstrate understanding of, and actively promote, high standards in literacy, articulacy and the correct use of standard English; • Promote a love of learning, and the stimulation of curiosity; • Plan thoughtful, assessment based and stimulating learning sequences and lessons which develop pupil understanding and knowledge; • Plan learning activities which develop learning skills and skills for the wider world beyond the classroom, including planning for outdoor learning and school visits; • Pay due regards to the school's agreed curriculum; • Plan opportunities to address and develop the personal, social, emotional and cultural aspect of pupils' learning; • Demonstrate a clear understanding of differentiation, ensuring that the learning needs of all pupils are met, regardless of special educational need, disability, English as an additional language, or high ability; • Demonstrate an understanding of statutory assessment requirements; • Use formative assessment to ensure all pupils make progress and use summative assessments as required by the school, to monitor pupil progress; • Use relevant data to monitor progress, set targets, and plan subsequent lessons. **Behaviour and Safety:** • Demonstrate an understanding of, and consistently apply, the school's behaviour policy and code of conduct. • Develop clear rules and routines for classroom behaviour. • Promote respectful, courteous and good behaviour throughout and around the school.

	• In line with the school's behaviour policy, have high expectations of behaviour, establishing an appropriate framework of rewards and sanctions and to apply these fairly, transparently and consistently • Manage classes and groups effectively, using a range of appropriate strategies to promote respectful and courteous behaviour. • Maintain good relationships with pupils, acting warmly but with authority, to the benefit of pupils' learning. **Teamwork and Collaboration:** • Work in collaboration with colleagues and the wider school community, taking an active role in decision making with regards to policy development, curriculum development, the preparation of programmes of study, the distribution of teaching materials and resources, and pastoral arrangements. • Participate in staff meetings and Inset as directed by the Head Teacher. • Take an active role in the development of the school, its aims and ethos, vision and focus. • Promote throughout the school and beyond, the school's ethos and philosophy. • Work in partnership with support staff and volunteers, ensuring their effective use within the classroom. • Liaise with outside agencies where appropriate. **Wider Professional Duties:** • Consult and communicate with parents and carers over all aspects of pupils' education – academic, social and emotional. • Communicate achievements and positive feedback to parents and carers. • Ensure school policies are reflected in practice, including those dealing with bullying and equality. • Pay due regard to advice and feedback from colleagues to improve practice. • Promote the welfare of all pupils in line with relevant policies and procedures and to support the school in safeguarding pupils in daily practice. • Promote equality in all areas of school life and to treat everyone with fairness, respect and dignity. • Take responsibility for the health and safety of pupils.

- Take responsibility for one's own health and safety, complying with the School's Health and Safety Policy, and any other policies or procedures which pertain to this role.
- Make a substantive contribution to the extra-curricular life of the school, including the provision of after school clubs.

Administration:

- Prepare and maintain clear and appropriate records.
- Prepare appropriate records for the transfer of pupils between classes or schools.
- Maintain a regular system of monitoring, assessing, record keeping and reporting of pupil progress.
- Contribute to the selection and professional development of student teachers, new teachers and those serving induction periods.
- Prepare and disseminate such policy, procedural or information documents relating to subjects for which the post holder has responsibility.
- Register the attendance of, and supervise learners, before, during and after school as appropriate including break times as agreed.
- Participate in and carry out any administrative and organisational tasks as reasonably as required by the Head Teacher, paying regard to the School Teachers' Pay and Conditions Document;

Professional Development:

- Regularly review the effectiveness of one's own teaching and assessment, refining approaches where appropriate responding to feedback and advice from colleagues.
- Take responsibility for one's own professional development opportunities provided by the school, or identified through the appraisal process.
- Proactively engage with arrangements for appraisal.

Other:

- To have professional regard for the ethos, policies and procedures of the school, and to maintain high standards in one's own attendance, punctuality and performance.
- To perform any reasonable duties as requested by the Head Teacher.

Note: The duties outlined in this job description may be modified, with your agreement, to reflect or anticipate changes in the job, commensurate with the

	salary and job title. This document does not form part of your contract of employment with the school.
Reporting to	Headteacher and Deputy Headteacher
Safeguarding	*We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Amplify Education are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.*

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Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:
(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Commitment to safeguarding and promoting the welfare of children, young people and adults.
- An ability to form positive, warm relationships with pupils and staff.
- An ability to plan and prepare effectively.
- Flexibility and adaptability.
- An ability to work as part of a team.
- A good sense of humour.

You are likely to have:

- Clear and courteous communication skills which can be used to communicate with a wide range of audiences, including pupils, parents, colleagues and others.
- An ability to be creative, innovative and tenacious.
- An ability to prioritise and manage time and workload.
- High level ICT skills.

- Experience of deployment of other adults.

You may have:

- Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion.
- Personal interests and enthusiasm to bring to the school community. This may be sport or music.
- Experience of mentoring student teachers.

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- Education to honours degree or above.
- Qualified Teacher Status.
- Experience of relevant professional development
- Knowledge and understanding of the implications of equal opportunities, multi-cultural education and inclusion.
- Knowledge and understanding of safeguarding and child protection legislation and guidance.

You are likely to have:

- Knowledge and understanding of the National Curriculum.
- Knowledge and understanding of statutory assessment requirements and arrangements.
- Knowledge and understanding of current research into effective learning strategies, educational trends and issues.

You may have:

- A track record of success when driving an area of improvement.
- Success when working towards statutory assessments.

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- Primary teaching experience.

You are likely to have:

- Experience of teaching in Key Stage 1.

You may have:

- Broad experience across the primary age range.
- Experience of teaching in a mixed-age year group.

- Experience of leading a curriculum subject.
- Interests in a particular area which could be used to contribute to wider school life, e.g. Music or PE.

Other Requirements:

You are likely to have:

- Passionate approach to teaching and learning
- Commitment to the ethos and values of Cathedral Primary School
- Caring nature
- Ability to inspire learners
- Desire to provide the best possible education to all learners
- Ability to enthuse and motivate others
- Positive approach to change and development
- Flexibility and adaptability
- Strong commitment to personal CPD
- Professional approach
- Innovative, creative and willing to take appropriate risks
- Robust and assertive
- Able to inspire confidence in pupils, parents, carers and colleagues

You may have:

- Brings personal interests and enthusiasms to the school community
- Support for enriching curriculum through co-curricular activities.

Amplify Education is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.