



**Wonder**  
**Learning Partnership**  
Educate | Empower | Engage | Enrich

# **Stamford Bridge Primary School**

**Classroom Teacher**

**Key Stage 1 or Key Stage 2**

**Required for September 2024**

**Permanent – Full Time**



# Job Description & Person Specification

## Classroom Teacher Key Stage 1 or Key Stage 2

<b>Responsible to:</b>	<b>Headteacher/School Business Manager</b>
<b>Salary</b>	<b>Main Scale 3 to 6</b>
<b>Hours of work:</b>	<b>Full time</b>

This role will suit someone with experience of working in either Key Stage 1 or 2 who has high expectations, an excellent knowledge and understanding of how children learn, a desire to promote high standards, progress and personal achievement for all and experience of middle leadership.

We are looking for someone who is keen for leadership development and someone who can be part of the exciting school improvement journey at the school. The successful candidate will work alongside a fantastic staff team and benefit from support and upskilling from an experienced and strong team. We are keen to offer development and experience within our supportive SLT to aspiring future leaders. You would also have the opportunity to benefit from the development offered as part of the Wonder Learning Partnership.

Please read our candidate information pack to gain more insight about working in Stamford Bridge Primary School.

**General Duties:** The following duties are deemed to be included in the professional duties, which a teacher may be required to perform- 'School Teachers' Pay and Conditions Document 2012' Sections: 61.1-61.16.

### A teacher must:

#### 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
- 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 to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **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
- 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
- maintain 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.
- Take responsibility for a subject area (after NQT year)

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- 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:
  - to having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - to showing tolerance of and respect for the rights of others
  - to 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
  - to ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
- 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.

**The Trust operates a safe recruitment process and appointment to the post will be subject to suitable references and an enhanced Disclosure and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

Person Specification		
	Essential	Desirable
<b>Qualifications</b>		
Qualified primary teacher with experience of Key Stage 1 or Key Stage 2	X	
<b>Experience</b>		
Experience of working successfully and co-operatively as a part of a team	X	
An up to date knowledge of child protection procedures and commitment to safeguarding pupils	X	
Excellent behaviour management skills	X	
Recent and relevant experience of working in Key Stage 1 or Key Stage 2	X	
Demonstrable experience of teaching phonics, early reading and maths mastery	X	
<b>Skills and Knowledge</b>		
A thorough knowledge of the National Curriculum	X	
Understanding of current research into teaching and learning		X
Ability to communicate effectively in a variety of situations	X	
Commitment to work as part of a team	X	
Evidence of involvement in assessment, targeting, recording and reporting	X	
Ability to use data to impact on progress	X	
<b>Classroom Management</b>		
Insistence on high standards and expectations of children	X	
Well-organised and managed classroom where children are independent learners	X	
A creative and exciting learning environment, where children's work is well-displayed	X	

Work planned to a high standard and regular assessment of children's achievements carried out	X	
An understanding of differentiation in learning activities	X	
Experience of effectively planning for other adults in the classroom	X	
<b>Personal Qualities &amp; Values</b>		
Commitment to the Trust's ethos and values	X	
Enthusiasm and passion for teaching at Stamford Bridge Primary School	X	
Enthusiasm and passion for teaching and young children	X	
An aspiring leader, keen to develop their knowledge and experience of school leadership		X
Flexible, able to cope with change	X	
Warm, enthusiastic, reliable	X	
Excellent communication and interpersonal skills	X	
Willingness to take a full part in the life of the school	X	
Able to reflect on own teaching and professional development	X	
Willingness to lead extra-curricular activities	X	
The ability to support and motivate colleagues	X	
Ambition	X	
Good attendance and work ethic	X	
To have a sense of humour and an ability to keep things in perspective	X	
Commitment to safeguarding and equality at all times	X	

**Note** – This job description & person specification is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

## How to apply

If you would like to apply for this vacancy, please download a Teaching Staff application form from the trust website <https://wlp.education/working-at-wonder/jobs/>

For any enquiries or to arrange a visit, please email our friendly office team,  
**[office@stamfordbridgeschool.co.uk](mailto:office@stamfordbridgeschool.co.uk)**

Completed application forms should be emailed to **[office@stamfordbridgeschool.co.uk](mailto:office@stamfordbridgeschool.co.uk)**

**Closing Date: 9am Thursday 9<sup>th</sup> May 2024**  
**Interviews: Week commencing 20<sup>th</sup> May 2024**

*If you have not heard from us by 24th April, then unfortunately your application has not been successful. Thank you for your interest in this post.*

*The trust is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.*

