



Classroom Teacher

Application Pack

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Classroom Teacher

All Key Stages welcome to apply

To start 1st September 2021



We have an exciting opportunity for a dynamic, highly motivated and high-quality teacher to join our team.

Thorp Primary School

We are a 'Good' school with a one-form entry primary and nursery school positioned at the heart of our community. We are part of the Oak Trust for Inspirational Learning and Leadership, which creates an all-through MAT from 3 – 18 years.

We are looking to appoint someone who has:

- Vision, energy and enthusiasm for teaching and learning
- Excellent classroom organisation and behaviour management skills
- A passion for education and has the ability to inspire and motivate our children.
- The ability to support children, of all abilities, through inclusive practice

What we will offer you:

- An opportunity to work in an Academy with a supportive and committed team and leadership
- A competitive salary structure
- Excellent career opportunities
- The support and shared purpose of the wider staff team

The application form and further details are available from Thorp Primary School, Tel: 0161 823 0520. Email v.rutherford@thorpschool.uk or downloadable from our website www.thorp.oldham.sch.uk

Thorp Primary School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. All successful post holders are subject to a satisfactory enhanced Disclosure & Barring Service Disclosure.

This post is not suitable for Early Career Teachers

Closing date: Noon Friday 30th April 2021

Due to the current circumstances surrounding the pandemic, interview dates to be confirmed but will be around 10th May 2021.

Job Description

Employment details

Job title:	Classroom Teacher – KS1 or KS2
Reports to	Academy Headteacher, Senior Leadership Team
Type of Position	Permanent
Hours of work	Full Time
Grade	Teacher Main Pay Scale / Teacher Upper Pay Scale
Job purpose:	The classroom teacher will be responsible for delivering learning in accordance with the curriculum, national guidelines, and the Academy's strategy. The successful candidate must also carry out other duties that support pupils' learning while operating in accordance with the Academy's policies and procedures.

Main duties and responsibilities

To undertake your duties, as required by the Teachers' Standards. To be committed to the ethos and success of the Academy.
To keep up-to-date with, and remain knowledgeable of, the requirements of the national curriculum.
To have regard for continuing professional development (CPD) and contribute to the Academy's process of self-evaluation and development.
To be familiar with the school's systems, structures, policies and procedures.
To effectively plan a varied, balanced and appropriate curriculum which emphasises raising standards and achieving excellence.
To adapt teaching styles to suit all learners and provide a supportive learning environment. To differentiate resources and equipment so lessons may be accessed appropriately by all pupils.
To work as part of a team to evaluate and develop pupils' learning needs. To enforce the Academy's Behaviour Policy through excellent classroom management.
To encourage pupils to develop and use their creativity, initiative, independence and responsibilities.
To be familiar with the 0-25 Special Educational Needs (SEN) Code of Practice, and support and plan for pupils accordingly.
To self-evaluate your teaching in order to improve effectiveness. To be committed to the school's target and monitoring system for pupil progress.
To systematically assess and record pupils' academic and social progress, and use the results to inform lesson planning decisions.
To monitor both class work and homework, provide constructive feedback, and set informed targets for pupil progress.
To report on each individual pupil's progress to the Headteacher and parents as required.
To actively support school activities, on occasion, such as educational trips, extra-curricular activities and clubs, and parents' evenings, which may require some out-of-hours availability.

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the academy. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Person specification

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree level qualification • Willingness to undertake CPD • At least 1 year of experience working in a school 	<ul style="list-style-type: none"> • Previous experience working in partnership with parents
Knowledge and skills	<ul style="list-style-type: none"> • Sound understanding of the primary curriculum • Excellent behaviour management skills • Excellent inter-personal skills • Ability to work as part of a team • Excellent planning and organisational skills • Effective oral and written communication skills • Knowledge of key performance indicators and the ability to use them to monitor progress • An understanding of how a pupil's learning is affected by their intellectual, emotional and social development, and the stages of child development • Willingness to lead a subject 	<ul style="list-style-type: none"> • Experience working as part of a team • First aid qualification • An understanding of the importance of parental involvement • Experience working with children who have SEN and/or disabilities
Personal Qualities	<ul style="list-style-type: none"> • Committed to teaching • Supportive of colleagues • Good attendance and punctuality • Pro-active in the working environment • Enthusiastic and positive attitude • Ability to accommodate changes in work priorities • Ability to anticipate workload and plan ahead • Ability to develop effective relationships with parents • Ability to encourage and enable others to reach their full potential 	<ul style="list-style-type: none"> • Self-confidence • Ability to relate well to other professionals • A flexible approach