



**Job Title: ECT Class Teacher**

**Location: St Marys Cockerton CofE Primary School**

**Start Date: 1<sup>st</sup> September 2026**

**Contract Type: Temporary**

**Salary: Main**

**Weekly Hours: Full Time**

**Start your teaching journey with us and make a real difference!**

Are you an enthusiastic Early Career Teacher (ECT) ready to inspire young learners and launch your teaching career in a vibrant and supportive primary school? We are looking for a passionate, creative and committed teacher to join our team and help shape the future of our pupils. If you're excited about excellent teaching, professional growth, and being part of a values-led school environment, we'd love to meet you!

#### **About Us:**

St Mary's Cockerton CE Primary School is a vibrant and nurturing environment where all are welcomed and invited to be part of a community that shares God's love. We warmly welcome individuals of all faiths or none, embracing positive engagement, action, and education that inspire children, staff, and families to raise their eyes, open their minds, and explore the wonders of the world God created. Rooted in our mission of love, we actively contribute to the local community and the wider world, living fully as global explorers.

We cherish our school and take pride in the achievements of the children in our care. Beyond academics, we foster growth outside the classroom, creating a space where every individual can thrive. As part of the Melrose Learning Trust, we are committed to excellence and community partnership.

#### **Why Join Us?**

You will benefit from a high-quality, fully compliant two-year induction, underpinned by the Early Career Framework as required by DfE statutory guidance. Our programme ensures:

- A structured induction aligned with national requirements for Early Career Teachers
- Regular mentoring, professional dialogue and personalised support
- Protected ECT time across both years, meeting statutory entitlement
- Opportunities to develop your subject knowledge, assessment practice, and behaviour management in line with the Teachers' Standards

We are dedicated to helping you grow into a confident, reflective and skilled practitioner.

#### **Key Responsibilities:**

- Design lessons that are sequenced, purposeful, and accessible for all pupils.
- Build on prior learning and use clear learning objectives.
- Reflect on lesson effectiveness and adapt future planning.
- Understand the primary curriculum and how subjects progress across year groups.
- Address misconceptions and present subject matter clearly.
- Track pupil learning and identify next steps.
- Provide feedback that moves learning forward.
- Support pupils to develop independence and resilience.
- Use strategies to support pupils with SEND, EAL, or other additional needs.



- Differentiate tasks and resources appropriately.
- Carry out formative and summative assessments.
- Use assessment data to inform planning.
- Communicate progress to parents and colleagues when required.
- Establish clear routines and expectations.
- Follow the school and trust policies consistently.
- Create a safe, positive learning environment.
- Work collaboratively with colleagues, including your mentor and induction tutor.
- Communicate professionally with parents and carers.
- Contribute to school life (assemblies, clubs, events) where appropriate.
- Engage in ongoing professional development and ECT training sessions.

### **Our ideal candidate will:**

- Hold a recognised qualification to support teaching and learning
- Have a passion for working with children and a commitment to promoting well-being and academic development ensuring every pupil is supported to fulfil their potential and flourish in education
- Have high expectations of learning and behaviour and can inspire and motivate children.
- Have knowledge of the National Curriculum objectives and expectations.
- Have excellent communication and interpersonal skills, with the ability to form strong and supportive relationships with children
- Demonstrate patience, empathy and a positive attitude towards overcoming challenges
- Have a resilient, proactive and positive nature
- Bring high levels of enthusiasm, energy and positivity when working with pupils

### **How to Apply:**

If you are passionate about inspiring young minds and want to begin your career in a supportive school that will invest in its ECT, we would love to hear from you.

Applications can be requested by email: [office@stmaryscockerton.org.uk](mailto:office@stmaryscockerton.org.uk)

Visits to school are encouraged, and further help and assistance can be provided by contacting the school using the email address above or phoning on 01325 380758.

For more information about us, please visit [www.stmaryscockerton.org.uk](http://www.stmaryscockerton.org.uk) or look at our Facebook page

**Closing Date for Applications: Monday 11<sup>th</sup> May 12noon**

**Interviews: Thursday 21<sup>st</sup> May**

**Position Available: 01<sup>st</sup> September 2026**

*St Marys Cockerton School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to relevant vetting checks in line with Keeping Children Safe in Education Part 3, including an enhanced disclosure, satisfactory references, before an offer of employment is confirmed. All shortlisted candidates will be subject to an online check as part of the safer recruitment process. St Marys Cockerton Primary School welcomes a diverse population of both children and staff and is committed to promoting and developing equality of opportunity in all its functions.*



## ECT Class Teacher Job Description

<b>POST:</b>	ECT Class Teacher Full Time/Whole Time
<b>SALARY GRADE:</b>	M1 – M6
<b>RESPONSIBLE TO:</b>	Headteacher
<b>JOB PURPOSE:</b>	To deliver outstanding teaching and learning and therefore help children achieve excellent academic, personal and social results enabling them to be lifelong learners and be a role-model who impacts the whole school community in a positive way. To design an engaging and challenging curriculum that inspires children to learn. To be a key part of our vibrant staff team and to ensure that our relationships with parents and the wider community continue to be an integral part of what we do.
<b>ACCOUNTABILITIES/MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Carry out the duties of a teacher as set out in the School Teachers' Pay and Conditions Document and the Professional Standards for Teachers Document Main Duties</li> <li>• Demonstrate a high standard of classroom practice, making use of effective planning, evaluations, classroom organisation, visual display, stimulating resources and assessment of children's progress.</li> <li>• To plan, resource and deliver lessons and sequences of lessons to the highest standard that ensure real learning takes place and all children make excellent progress.</li> <li>• To provide a nurturing classroom environment that helps children to develop as life-long learners and instil a love of learning.</li> <li>• Teach engaging and effective lessons that motivate, inspire, and ensure pupil enjoyment, participation, and attainment.</li> <li>• Designing and refining approaches to teaching that are effective and consistently well matched to learning objectives, integrating recent developments, including those relating to pedagogy.</li> <li>• To assess, record and report on all aspects of pupils' progress and development.</li> <li>• Establish clear routines and positive behaviour expectations aligned with the school's behaviour policy</li> <li>• To contribute to whole school planning activities.</li> <li>• To give advice on the development and well-being of children.</li> <li>• Working towards pupils individualised targets set out within the EHCP, in liaison with the SENCO.</li> <li>• Aiding the execution of education plans suitable to each pupils' learning objectives.</li> <li>• Helping pupils understand instructions and schoolwork using techniques that work for them.</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning.</li> <li>• Support pupils in their social and emotional wellbeing in implementing relevant social, healthy and physical programmes, including those with health, social and physical needs.</li> <li>• Ensure that learning environments and displays effectively support and challenge all learners.</li> </ul>

	<ul style="list-style-type: none"> <li>• Escort and supervise pupils on educational visits and out of school activities.</li> <li>• To attend meetings and liaise, communicate and establish constructive relationships with colleagues in school, parents/carers, outside agencies and other relevant bodies.</li> <li>• Support the Christian ethos of the school including planning for and taking part in Religious Education and Acts of Worship in school and in church.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals.</li> <li>• Initiate appropriate and effective communication with the SLT team and other professionals, forging and sustaining relationships across multiple agencies.</li> <li>• To provide or contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and outside agencies</li> </ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"> <li>• Assess, record and report on pupils' attainment and progress within assessment and reporting processes.</li> <li>• Participate in meetings with other staff external professionals and parents regarding pupils.</li> <li>• Assist in the induction and development of classroom support staff, cascading information and good practise.</li> <li>• Pay due regard and professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>• Participate in staff meetings.</li> <li>• Share information confidentially about pupils with senior leaders and other professionals as required.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children &amp; Young People</b>	<ul style="list-style-type: none"> <li>• Carry out tasks associated with pupils' personal hygiene and welfare, including personal intimate care, physical needs, whilst encouraging independence</li> <li>• Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.</li> </ul>
<b>ECT Responsibilities</b>	<ul style="list-style-type: none"> <li>• Engage fully in the school's ECT induction programme, supported by an induction tutor and mentor as required by statutory guidance</li> <li>• Act professionally, demonstrating integrity and upholding the values of the school community.</li> <li>• Participate in appraisal, training and other CPD activities.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with Melrose Learning Trust policies and supporting documentation in relation to Information Governance, this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all pupils.</li> </ul>



	<ul style="list-style-type: none"><li>• Within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with the respect for their diversity, culture and values.</li></ul>
<b>Flexibility</b>	<ul style="list-style-type: none"><li>• The school provides front line services, which recognises the need to respond flexibility to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Trust policies and procedures.</li></ul>
<b>Customer Service</b>	<ul style="list-style-type: none"><li>• The school requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li><li>• The Trust requires all staff to offer a professional level of service at all times.</li></ul>



## Teacher Person Specification

	<b>Essential upon appointment</b>	<b>Desirable on appointment</b>	<b>Evidence</b>
<b>Qualifications</b>	Degree QTS	Other relevant qualifications Appropriate first aid training.	<ul style="list-style-type: none"> <li>• Application</li> </ul>
<b>Knowledge</b>	<p>Understanding of the Teachers' Standards and how they inform teaching practice.</p> <p>Awareness of how children learn and develop, including an understanding of statutory assessment expectations.</p> <p>Knowledge of safeguarding procedures and professional responsibilities.</p>	Demonstrate knowledge and understanding of wider curriculum developments which are relevant to your work.	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>
<b>Planning Expectations</b>	<p>Be able to identify clear learning intentions, content, lesson structures and sequences according to the National Curriculum, school planning structures and the pupils being taught.</p> <p>Be able to set clear targets for pupils' learning, building on prior attainment and working towards challenging individual targets.</p> <p>Have had experience of working with children with a range of special educational needs</p>	<p>Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs.</p> <p>Demonstrate consistent and effective use of information about prior attainment to make clear expectations for all pupils.</p> <p>Be able to write and implement Pupil Case Studies, Pupil Passports and SEND Support Plans as well as any other paperwork as required to promote individual pupil achievement.</p> <p>To be able to follow plans given by outside agencies and oversee 1-1 work.</p>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>
<b>Teaching and Learning</b>	<p>To be able to engage children and move their learning forward by following the children's interests.</p> <p>Set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.</p> <p>Use inclusive teaching methods which keep pupils engaged and inspired.</p>	<p>Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.</p> <p>Experience of and willingness to lead extra-curricular activities</p> <p>Have a proven track record of outstanding teaching.</p> <p>To have had experience of developing a positive behaviour management policy which has impacted greatly on the whole school ethos</p>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>



	<b>Essential upon appointment</b>	<b>Desirable on appointment</b>	<b>Evidence</b>
<b>Assessment</b>	<p>Be able to assess how well learning objectives have been achieved and use this assessment to inform future teaching.</p> <p>Use school-based assessment and tracking systems to monitor progress and plan targeted next steps in learning.</p> <p>Mark and monitor pupils' learning, providing constructive oral and written feedback and identify next steps in line with the school marking policy.</p>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>
<b>Pupil Achievement</b>	<p>Be able to analyse pupil progress and attainment data and use this to effectively plan provision to secure progress towards individual pupil targets.</p> <p>To ensure that standards remain high.</p>	<p>To support and develop colleague's assessment procedures and help them to plan their next steps for your area of subject leadership.</p>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>
<b>Relationships with Parents and the Wider Community</b>	<p>Prepare and present informative reports to parents.</p> <p>Understand the need to liaise with outside agencies responsible for pupil welfare.</p> <p>Communicate effectively with parents and carers.</p> <p>To be an active part in the wider community and to support the ethos of the school.</p> <p>To be aware of the impact of mental health and well-being on children and staff and to be able to use strategies to support this</p>	<p>To be able to organise and lead assemblies.</p>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>
<b>Skills and Personal Qualities</b>	<p>Ability to uphold a Christian ethos</p> <p>Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects taught.</p> <p>Understand your professional responsibilities in relation to school policies and practices.</p> <p>Set a good example to the children you teach in terms of your presentation and personal conduct.</p> <p>Ability to communicate effectively in written and spoken form</p> <p>Well written personal statement, good grammar and punctuation</p>	<p>To be experienced at working with Teaching Assistants to ensure they feel valued and to support them in their professional development where appropriate.</p> <p>To be keen to access further CPD.</p>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>



	<b>Essential upon appointment</b>	<b>Desirable on appointment</b>	<b>Evidence</b>
<b>Managing and Developing Other Adults</b>	<p>To be a highly effective and supportive member of the whole staff team who look to working together to provide the best possible school environment for all pupils.</p> <p>Be able to form extremely positive relationships with children across the school, staff, governors and parents.</p> <p>Make effective use of support staff and volunteers in the classroom and support them to be the best they can be.</p> <p>Be able to establish good relationships and encourage good working practices within the whole school team.</p> <p>To work effectively with outside professionals that are brought into school to enhance children's learning.</p>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• Tasks</li> <li>• reference</li> </ul>
<b>Other</b>	<p>An enhanced DBS check (completed on appointment).</p>		<ul style="list-style-type: none"> <li>• DBS</li> <li>• Pre-Employment safeguarding checks</li> </ul>
<b>Confidential References</b>	<p>Two individual references covering a minimum of 2 years working history</p>	<p>Strong recommendation from both referees</p> <p>Additional references for any historic educational establishments</p>	<ul style="list-style-type: none"> <li>• References</li> </ul>