

HUSBANDS BOSWORTH C OF E PRIMARY SCHOOL

learning together to achieve our dreams



Class Teacher to start 24th August 2022 in EYFS

0.4 – Permanent Contract M1 – M3

Husbands Bosworth Primary School is a small thriving primary school. It is set in extensive grounds located in the south of Leicestershire near to the historic market town of Market Harborough. The school, which enjoys beautiful views of the surrounding countryside, serves the local community and beyond by aiming to provide the highest quality of education within a context rooted firmly in Christian values.

We are committed to developing all children academically, emotionally and socially. Our expectations are high, both in work and behaviour. Our staff are dedicated professionals, who work as a close-knit team to do their best for every child in their care.

Our Governing Body is looking to appoint an enthusiastic and proactive teacher to join our Early Years team from the August 2021. Governors would welcome applications from broad range of applicants, experienced teachers (up to M3) are welcome to apply.

Our children, staff and governors are looking for someone who is:

- passionate about learning and its endless possibilities
- kind, caring, energetic and vibrant
- outgoing, imaginative and sensitive to the needs of every child
- well-organised and flexible
- a team-player, dedicated to success for all
- exacting in their expectations of everyone, including themselves
- able to communicate accurately and effectively
- ready to contribute, beyond the classroom, to the life of the school

In return, we can offer:

- the opportunity to be part of a dynamic, forward-looking MAT (Learn-AT)
- fantastic children
- warm, welcoming staff
- supportive, encouraging parents
- committed and hardworking Governors
- a fabulous site and learning environment
- grounded in educational research

For an application pack please visit the school website [Husbands Bosworth Primary School - Job Vacancies](#)

As part of our commitment to safer recruitment, references will be taken up prior to interview wherever possible, and this post is subject to a satisfactory enhanced DBS check. We are committed to equality of opportunity in employment and services.

Deadline for return of applications: by Friday 10th June 2022 at noon

Interviews: w/c 13th June 2022

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Job Description

Job purpose	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. To monitor and support the overall progress and development of pupils as a teacher To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. To contribute to raising standards of pupil attainment. To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment
To whom the post holder reports to	<p>The post holder is responsible to:</p> <ul style="list-style-type: none"> The Head teacher/ Head of School in all matters The relevant member of the school leadership group in respect of curriculum and pastoral matters <p>The post holder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school/college</p>
Duties and responsibilities specific to the post	<ul style="list-style-type: none"> To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. To contribute to the achievement of the school's development plan and its implementation. To plan and prepare lessons. To contribute to the whole school's planning activities
Teaching, Learning & class management	<ul style="list-style-type: none"> Plan & deliver learning to the assigned class or classes in line with the national requirement & school policies Evaluate own teaching critically, drawing on development opportunities to improve effectiveness As a result of teaching and effective use of data, your pupils achieve well in relation to their prior attainment Identify those with Special Educational Needs, implement planned programmes and seek appropriate support from other professionals

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	<ul style="list-style-type: none"> • Develop effective use of support staff through coaching and mentoring, to ensure highly effective classroom assistance, which impacts on pupil learning • Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, promoting effective behaviour for learning in all contexts so children feel secure and confident as learners, in line with the school's Relationship Policy • Set homework to consolidate and extend learning • Use Planning, Preparation and Assessment (PPA) time effectively. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes • Assess and record each pupil's progress systematically in line with school current practice • Mark and monitor class work and homework providing feedback in line with policy and use the results for future planning, teaching and learning • Write/collate high quality and informative individual, positive, honest annual reports to parents/carers and discuss pupil's progress and welfare at parents' meetings and other occasions developing positive relationships • Prepare pupils for National Curriculum Assessments
Health & Safety	<ul style="list-style-type: none"> • Undergo basic First Aid training as required • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions • Co-operate with the employer on all issues to do with Health, Safety and Welfare
Specific Pastoral duties	<ul style="list-style-type: none"> • Consider promoting and safeguarding pupils' welfare as paramount, and action in accordance with the responsibility 'in loco parentis' • Monitor the social progress of pupils, including the progress in PSHE lessons. • Be proactive in helping pupils explore thoughts, feeling and solutions to problems. • Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in forming a 'behaviour contract' • Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.

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Professional Standards & Development	<ul style="list-style-type: none"> • Understand the professional responsibilities in relation to school policies and practices and in so doing actively support and reinforce those policies. E.g. anti-bullying, homework, behaviour • Be aware of the role of the Governing Body. • Set a good example around the whole school, in appearance and personal conduct. • Establish effective working relationships with other professional colleagues, not only those within school, but those from outside agencies. • Attend meetings within the constraints of directed time and contribute to the development of programmes of study and staff share. • Assist in the development of the School Curriculum in line with the School's Improvement Plan. • Assist in the maintenance of good discipline in and around school. • Help to create and implement positive strategies to celebrate diversity and to promote British Value within the context of a strong Christian ethos
Generic duties and responsibilities	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none"> • School policies and guidelines on the curriculum and school organisation • County policies • National Professional Standards for Teachers • National Standards for Subject Leaders • The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment • Common core of skills and knowledge for the children's workforce. • All teachers have a responsibility for providing and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with. <p>The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.</p>

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Person Specification

Key Areas	Essential/ Desirable	Method of Assessment Interview, Application Form, Assessment Exercises, References
Qualifications		
Qualified Teacher Status	E	Application Form
Degree status	E	Application Form
Evidence of participation in further professional development or study	D	Application Form / Interview
Experience		
Experience in relevant key stage / year group	E	Application Form, Interview, References
Experience of administering statutory tests and assessment	D	Application Form, Interview, References
Experience of working with multi-agency teams	D	Application Form, Interview, References
Working in a school community in challenging circumstances	D	Application Form, References
Ability to work within a professional team and to develop and promote the school's ethos and values within the Primary Phase		
Evidence of strong classroom practice	E	Application Form, References, Lesson Observation
A desire to develop their own practice and be part of an enquiry-based approach to improving teaching and learning.	E	Application Form, Interview
Evidence of effective planning to meet needs of all groups of pupils	E	Application Form, Interview, References
Committed to development of basic skills day to day classroom practice promoting confident children who are literate and numerate to age appropriate levels	E	Application Form, References, Lesson Observation
Knowledge of the National Curriculum	E	Application Form, Interview, References
Demonstrates high expectations of self and others' in all aspects of school life	E	Application Form, Interview, References
Prioritises improving standards and achievement for all groups of pupils and demonstrates significant impact on	E	Application Form, Interview, References

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pupil outcomes		
Relates to and motivates pupils through an understanding of their needs	E	Application Form, Interview, References
Works well within and contributes to team development	E	Interview, References
Evidence of commitment to the equality's agenda	E	Application Form, Interview, References
Ability to Lead		
Be a professional role model	E	Application Form, Interview
Respond effectively and efficiently to daily challenges, making decisions on the basis of sound judgement	E	Application Form, Interview
Experience in using pupil tracking and assessment information to accelerate pupil progress and fully inform next steps of learning	E	Application Form, Interview, Lesson Observation
Have mentoring, motivational and coaching skills	D	Application Form, Interview
Experience of identifying need, leading initiatives and evaluating impact of improvements	D	Application Form, Interview
Experience of subject leadership	D	Application Form, Interview
Ability to Communicate Clearly		
Good written and oral communication skills	E	Assessment Process, Interview
Good presentational and ICT skills	E	Assessment Process, Interview
Personal Qualities		
Hard working, flexible, enthusiastic, determined and resilient	E	Application Form, Interview
Non-judgemental, demonstrate sensitivity and tact – able to develop positive and effective relationships with pupils, parents, staff and outside agencies	E	Interview
Able to work under pressure, recognise and manage stress	E	Application Form, Interview
Ability to use and act on initiative whilst a true team player	E	Application Form, Interview
Able to reflect on own practice and take responsibility for own professional development and well-being – seeking and providing support within the team.	E	Application Form, Interview
Have a 'can do' approach that supports high expectations of self and others	E	Application Form, Interview
Sense of humour and fun	E	Application Form, Interview

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