



**KS1/2 Class Teacher - TLR Subject Responsibility
Longwood Primary School**

Salary: M2 – M6 (negotiable dependent on experience)

Start Date: September 2022. Full-Time

Longwood Primary Academy are looking for a KS1/2 class teacher with TLR subject responsibility to join our successful team in September 2022. Applicants must have a thorough understanding of the curriculum. Unfortunately, applications from ECTs will not be accepted as the school already has a sufficient quota for next year.

Additional benefits at working at Longwood Primary Academy:

- Additional 13 days school holidays
- Individual career programme for all staff
- Fast tracked leadership training scheme
- Children who have a love of learning and a highly motivated staff team
- A caring and happy learning environment
- High expectations and excellent behaviour
- Personalised staff well-being programme

NET Academies offer a unique chance to be part of a friendly and supportive team. Being part of a primary cluster of six schools, teachers work in teams to share the responsibility for planning. We have a number of specialist teachers who work across our cluster who offer teachers expert knowledge in Maths, English, PE, Drama, Art and Music.

The school has a dedicated team that works hard to reach high standards in everything they do and this is further embedded through our successful relationships with parents, the local community and the other local schools within NET. At NET Academies we believe in the future development of our teachers, our staff development programme has meant teachers are successful in progressing the next stage of their career.

What Ofsted says about Longwood Primary Academy:

“The quality of teaching has improved markedly and the quality of care and contribution to pupils’ well-being is excellent.”

“The school’s work to provide care and support to enable pupils to flourish is exemplary.”



“There is a wide range of extra-curricular activities at the beginning and end of the school day, contributing to the school’s ‘the mind, body and soul experience’.”

“The school’s work to promote pupils’ personal development and welfare is outstanding.”

“The school strongly promotes pupils’ physical well-being. Pupils understand how to stay healthy.”

“The headteacher and his deputy make a highly effective team. Together with other leaders, they have galvanised staff, pupils and parents to support the school’s rapid improvement under his leadership. For example, a parent told inspectors that,

‘The school has improved and the headteacher is fab.’

Very nearly all parents responding to Ofsted’s online questionnaire, Parent View, agree that the school is well led and managed and would recommend the school. Staff are very positive about the current leadership and management of the school.”

“Leaders of the MAT and the headteacher have a vision for the school, which staff share. There is a clear culture of hard work and excellent behaviour throughout the school.”

Your completed application form should be submitted electronically to recruitment@trust.netacademies.net or by post to Latton Green Primary Academy, Riddings Lane, Harlow, Essex, CM18 7HT.

In compliance with Safer Recruitment guidelines, CVs cannot be accepted. We are fully committed to safeguarding and promoting the welfare of children and the successful candidate will be expected to undertake the appropriate checks including an enhanced DBS check.

Closing date: April 25th 2022

Interviews: 28/29 April 2022



JOB DESCRIPTION

POST: Teacher (Primary KS2)

SCHOOL: Net Academies Trust

PAY RANGE: Mainscale 1-6

To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the principal.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - ii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self

- control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- Contribute to the whole school's planning activities.
- Contribute to the whole schools development plan.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually

Sign..... **Date**.....

Attributes	Essential Criteria	Desirable Criteria
Qualifications/training		
Education	Qualified teacher status	A degree or equivalent. Higher degree qualification, post graduate courses
Professional Development	Evidence of participation in INSET.	
Experience		
Teaching	Classroom teaching experience	Evidence of curriculum leaderships across the school age range.
Management Responsibility	N/A	Evidence of leadership CPD or experience
Resources	Experience of managing teaching resources	Experience of managing and /or coordinating staff
National Framework	Knowledge of the Education Acts and other relevant legislation. OFSTED awareness Awareness of current developments in education and the implications of these.	Recent experience of an OFSTED inspection and its follow up. Understanding of conduct of teacher appraisal
Teaching and Learning	Practical understanding of effective teaching and learning strategies. Understanding of actions to be taken to promote racial harmony and prepare pupils to live in a culturally diverse society.	
Standards	Awareness of strategies to raise pupil achievement, manage behaviour and prevent racism.	Involvement in school improvement work. Understanding of how to set targets
National Curriculum	Understand the planning of the National Curriculum, including assessment, recording and reporting.	Experience of planning the curriculum across the curriculum.
Parents and Community	Experience of working with parents to support their children's learning	Understanding of the role which can be played and the community in raising standards

SKILLS		
Management	Able to manage support staff in the classroom	Ability to implement changes and monitor impact
Relationships	Able to establish and develop good relationships with all involved in the school	Commitment to the schools wider community
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally Competent in the use of ICT	A positive and energetic approach to work Flexible and approachable Resilient under pressure
Attitudes		
Education Philosophy	A commitment to inclusive education and willingness to respond to the needs of individual learners	An understanding of the way schools can promote values and a moral code.
Staff Development	Commitment to their own development	
Equal Opportunities	Commitment to equality of opportunity Commitment to race and gender equality and social inclusion	Understanding of the needs to promote positive role models