



Mossbourne  
Federation

# KS1/KS2 Classroom Teacher

## Job Description

Date last reviewed on:	30/04/2025
Date to be revised on:	



<b>POSITION</b>	KS1/KS2 Classroom Teacher
<b>SALARY</b>	Teachers main pay scale plus Mossbourne Allowance £1600 / UPS
<b>START DATE</b>	Monday, 1st September 2025 [INSET Days 27th –29th August 2025]
<b>HOURS</b>	40 hours per week
<b>FULL-TIME EQUIVALENT</b>	52.143 weeks per annum
<b>CONTRACT TYPE</b>	Fixed-Term Contract from 01/09/2025 - 31/08/2026
<b>RESPONSIBLE TO</b>	Principal
<b>LOCATION</b>	Mossbourne Parkside Academy
<b>KEY WORKING RELATIONSHIPS</b>	Teachers, students, and parents

### Background

Mossbourne is the realisation of Sir Clive Bourne’s dream to provide the children of Hackney with an outstanding education. Mossbourne is built on a formula of high expectations, doing the simple things right, and the belief that all children can succeed. All learners, regardless of ability, benefit from the innovative and enlightened approaches to teaching and learning. The Federation’s calm working atmosphere creates well-rounded individuals who excel in the arts, on the sporting field and academically.

The Mossbourne Federation consist of seven academies: Mossbourne Community Academy (MCA), Mossbourne Fobbing Academy (MFA), secondary and sixth form, Mossbourne Victoria Park Academy (MVPA), Mossbourne Port Side Academy (MPA) secondary, Mossbourne Parkside Academy (MPA), Mossbourne Riverside Academy (MRA), Mossbourne Herd Lane Academy (MHLA), primary.

The Mossbourne Federation is actively seeking to increase the proportion of our workforce who come from diverse backgrounds. We particularly welcome applications from people of Black, Asian and other minority ethnic descent. Injustice, discrimination and intolerance go against the core tenets of the Mossbourne ethos. We actively reject discrimination in our academies through continuous review of our working policies & practices across the federation, including at board level. We are committed to developing & supporting inclusivity, diversity & anti-racism in every facet of what we do.

### Mossbourne Parkside Academy (MPA)

At Mossbourne Parkside Academy (MPA) we continue to build on The Mossbourne Federation ethos, providing an exceptional education for all pupils in our care. With learning at the heart of everything we do, we continue to raise expectations and achievement in Hackney and its neighbouring boroughs with the belief that all children can fulfil their true potential. Our staff deliver excellent lessons, and our pupils enjoy a vibrant enrichment programme. Our excellent teaching staff work in a rewarding environment where everyone pulls together for the same thing - the best possible deal for our pupils.

If you want to be part of the team that is improving the future of our students, then read on!

### Job Summary



The successful applicant will be passionate about education. They will be well organised and willing to go the 'extra mile' and will be focussed on the attainment of all pupils. They will hold Qualified Teacher Status (QTS), and may be starting as an ECT, or have a proven track record of successful teaching across Early Years Foundation Stage, KS1 or KS2. They will be committed to moving the academy forward.

### **Main Duties & Responsibilities**

- Responsible to their line manager for his/her duties, responsibilities, and teaching tasks.
- Interacting on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the academy curriculum and maximise children's achievement.
- Responsible for the supervision of the work of support staff and any students who may be on teaching practice or work placement.
- Undertaking the teaching of the pupils in his/her class and the associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the academy as agreed with the Principal.
- Teaching all pupils in class according to their educational needs and acknowledging that every lesson counts.
- Creating a well ordered and secure environment that will ensure the educational well-being of individual children within the group.
- Making effective use of ICT to enhance learning and teaching.
- Undertaking careful planning and delivery of the curriculum.
- Ensuring careful and on-going assessment of the pupils learning to inform further planning.
- Ensuring that the curriculum is differentiated to mean that tasks and activities are matched to the ability of the children and henceforth allowing them to make progress at the right pace and level.
- Completing all assessments and records as determined by academy policy in a timely fashion.
- Working with academy leaders to track the progress of individual children and intervene where pupils are not making progress.
- Working with academy leaders to complete and teach individual pupil plans where pupils have specific needs (IEPs).
- Ensuring that equal opportunities are implemented in the classroom and throughout the academy.
- Developing and maintaining positive relationship with parents, involving them actively in the classroom and in the learning process.
- Participating in planning and staff meetings.
- Contributing to the whole academy ethos by taking a leading role in display particularly in own classroom and designated whole academy areas as agreed with the principal
- Contributing towards the development of the academy and implementation of whole academy policies.
- Contributing and co-operating with other staff and professional agencies as appropriate to the needs of the children.
- Complying with Health and Safety requirements and initiatives as directed.
- Compliance with Data Protection legislation.
- The successful applicant may be required to work outside of normal academy hours on occasion (e.g., to attend Full Governing Body and/or Committee Meetings.
- Undertaking in-service training for further development as a teacher.

***The duties and responsibilities of the post may vary from time to time according to the changing needs of the academy.***



Person Specification				
E Essential Or D Desirable	Requirements	Assessment Criteria		
		Interview	Application Form	Task / Lesson
Experience				
E	Must have taught in EYFS, KS1 or 2	X	X	X
E	Must be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks	X	X	X
E	Must be able to keep records of pupil progress in line with academy policy and use assessment of pupils learning to inform future planning	X	X	
D	Will have demonstrable experience of teaching in a multicultural inner-city environment	X	X	X
Qualifications				
E	A good degree in the subject or a related subject	X	X	
E	Qualified Teacher Status (QTS)	X	X	
IT knowledge				
E	Strong knowledge of MS Office Applications and adapting to new systems	X	X	
E	Effective & appropriate use of ICT in lessons & across Learning Area	X	X	X
Professional Knowledge and Understanding				
E	An understanding of the expectations in the new Ofsted Framework	X	X	X
E	An understanding of the National Curriculum Orders for all subjects for both Key Stages	X	X	X
E	An understanding of the Foundation Stage Curriculum (if applying for a Foundation Stage post)	X	X	
E	A good understanding of the National Primary Strategy	X	X	
E	An excellent understanding of curriculum and pedagogical issues relating to learning and teaching, including the latest inspection and research findings	X	X	
D	Familiarity with each Key Stage Standardised Attainment Tests	X	X	
D	Understanding and implementing the academy policies, in particular: <ul style="list-style-type: none"><li>Behaviour Policy</li><li>Safeguarding children policy</li><li>Awareness of Health and Safety</li><li>Equal Opportunities Policy</li></ul>	X	X	
E	Must understand the contribution of EMA work in a primary academy, and what constitutes good practice and support for bilingual learners	X	X	
E	Knowledge of effective strategies to include, and meet the needs of all pupils, in particular underachieving groups of pupils, pupils with EAL and SEN	X	X	
E	Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN	X	X	



Behavioural Competencies				
E	Must be willing to engage parents in the education of their children		X	
E	Flexible approach to work	X	X	X
E	Excellent communication skills	X	X	X
E	Efficient time management and meeting deadlines	X	X	
E	Work collaboratively with colleagues, contribute to INSET days, motivate others, share skills, and discuss relevant issues	X	X	
E	To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post.	X	X	X
Applicable to all staff				
E	Undertake training as required to fulfil the requirements of the role	X	X	X
E	Support Mossbourne's efforts both verbally and non-verbally (i.e., via actions and attitude), including adjusting performance and practice in accordance with Mossbourne's initiatives and findings	X	X	X
E	Recognise your role as part of the succession of Mossbourne	X	X	X
E	Play an active role in terms of safeguarding all students and adults	X	X	X

***Federation provides equal employment opportunities to all employment applicants and employees without regard to race, colour, religion, gender, sexual orientation, national origin, age, disability or status. The document is not a comprehensive list; it simply outlines expectations of this role. This post is subject to an enhanced DBS disclosure. The post holder must be committed to safeguarding the welfare of children.***