

St Michael’s Church of England Academy

Key stage 1 / 2 Class Teacher

Candidate Information Pack

September 2024



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| St Michael’s Church of England Academy  Saddlebow Road  King’s Lynn  Norfolk  PE30 5BN | Contact information  Phone: 01553 772420  Email: [office@stmichaelskingslynn.norfolk.sch.uk](mailto:office@stmichaelskingslynn.norfolk.sch.uk)  Website: [www.stmichaelskingslynn.norfolk.sch.uk](file:///\\1008-serv01\Office$\ADMIN%20SD%20JM\Personnel%202017\Advert%20&%20Interview%20for%20jobs\TEACHER%20Vacancies\KS2%20Yr%203%20Teacher%20covering%20maternity%20leave%201%20year%20contract%20Feb%202020\www.stmichaelskingslynn.norfolk.sch.uk) |



St Michael’s Church of England Academy

We are looking to appoint a KS1/KS2 teacher who can demonstrate skill in effective teaching and learning. You will need to have current or very recent teaching experience of good or outstanding quality and you will have a good knowledge of the curriculum.

St Michael’s has a close team of teaching staff, HLTA’s and TA’s who support one another and work well together. An new ECT or an ECT already on their career path would be an ideal candidate for this post and we welcome anyone who is interested to call us for further information. If you would like to arrange a visit to the Academy please call the school office and make an appointment 01553 772420.

We are looking for someone who:

* Is passionate about teaching and learning and is an inspiring and creative classroom practitioner
* Has a warm personality and a good sense of humour
* Has high expectations of achievement and behaviour
* Is creative in enriching the curriculum, making the children’s learning fun and engaging
* Is willing to contribute to school life beyond class teaching
* Is committed to building strong relationships with parents and the community
* Is confident working with a team to ensure collaborative working

We can offer you:

* A supportive, friendly working environment with excellent DNEAT professional development programmes and career options and career development pathways
* Colleagues who work closely together and are committed to improving outcomes for children and families
* Children that are well-behaved, enthusiastic and eager to learn
* Opportunities to develop your career through carefully targeted professional development within DNEAT
* Peer support across DNEAT for shared planning, learning and working opportunities
* Support networks and ambassadorial roles within our wider multi-academy trust
* The opportunity to lead a curriculum area alongside training and support

Please ensure that you provide a covering letter with your application that explains how you meet the job specification for the role.

You can download an application form on our website under the Links tab

[St Michael's Application form](https://www.stmichaelskingslynn.norfolk.sch.uk/Links/)

Please email your completed application form and a letter of application (maximum 2 sides of A4) outlining:

* Why you are the right person to teach one of our Key Stage 1 or Key Stage 2 classes
* Your thoughts on how you could ensure high quality education for all

Please email completed application form and cover letter to;

[finance@stmichaelskingslynn.norfolk.sch.uk](mailto:finance@stmichaelskingslynn.norfolk.sch.uk)

**Closing date: 12:00pm Wednesday 19th June 2024**  
**Interview date: Week commencing 24th June 2024**

About St Michael’s Church of England Academy

St. Michael’s and All Angels Infants School opened in October 1901 on the original site in Saddlebow Road.

The school became a First School in 1988 and a Primary School in 1997.

It serves the housing areas of South Lynn, including a large new development, and a nearby permanent Traveller Site.

In June 2010 we moved into our new building St Michael’s CE Primary School in Saddlebow Road, King’s Lynn.

This has 7 classes, a large community hall, a learning centre with computers and books, and a parent room.

Outside there is a pond, class outdoor spaces, growing beds, playground and a large multi-use games area which can be used by the community outside of school hours.

The 210 children on roll are taught in seven classes, YR, Y1, Y2, Y3, Y4, Y5, Y6

with full time teaching assistant support in each class.

This reflects our commitment to the ‘Every Child Matters’ outcomes.

We have a School Council, Eco team Peer and Playground Leaders and operate a positive behaviour system.

We offer a range of after school clubs.

On the 1st of March 2015 St Michael’s CE Primary School converted to Academy status and became St Michael’s Church of England Academy.

OFSTED graded us as GOOD in October 2023 please click on the link to read our report

[Ofsted Report](https://reports.ofsted.gov.uk/provider/21/141360)

The Academy is host to the Phoenix Unit a secure base for up to 10 pupils from other schools in the west of Norfolk with social and emotional problems.

We work closely together as a team and everyone’s contribution is valued.

The Academy works closely with the St Michael’s Family Centre who offer pre-school provision.

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| **JOB DESCRIPTION** | |
| KS1 / KS2 Teacher |  |
| Responsible to | Head Teacher |
| **GENERAL RESPONSIBILITIES:**   1. To carry out the general and specific professional duties as set out in the School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school. 2. To maintain clear, effective communication between staff and the senior management team. 3. To monitor objectively the quality of relationships between pupils, between staff and pupils, and between staff, with the constant aim of improvement. 4. To maintain good practice, be informed on current practice and implement changes in accordance with developments in the academy and trust. 5. To be conversant with, and work towards, fulfilling the school’s aims and objectives as laid out in that policy document. | |
| **SPECIFIC DUTIES:**  **Teaching**   * Deliver the curriculum as relevant to the age and ability group/subject/s that you teach * Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate * Be accountable for the attainment, progress and outcomes of pupils you teach * Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them * Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject) * If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics * Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment * Make accurate and productive use of assessment to secure pupils’ progress * Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study * Use relevant data to monitor progress, set targets, and plan subsequent lessons * Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate * Participate in arrangements for examinations and assessments within the remit of the School Teachers’ Pay and Conditions Document | |
| **Behaviour and Safety**   * Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly * Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils. * Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary * Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils * Have high expectations of behaviour, promoting self-control and independence of all learners * Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions Document* * Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures | |
| **Team working and collaboration**   * Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies * Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them | |
| **WORKING TIME:**  This job description allocates responsibilities and duties but does not direct the particular amount of time to be spent on carrying them out and no part of it may be construed. In allocating time to the performance of responsibilities and duties the post holder must use directed time in accordance with Part 7, section 51 of the School Teachers Pay and Conditions Document and the DNEAT policies and the school’s plans on the use of time. | |
| **REVIEW:**  The job description will be reviewed at least once per year and may be subject to amendment or modification at any time after consultation with the post holder through the school’s Staff Support and Development Programme. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties. | |

Person Specification

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| **Training & Qualifications** | **Essential** | **Desirable** |
| Qualified Teacher Status | **x** |  |
| Evidence of continuing and recent professional development relevant to the post | **x** |  |
| Evidence of qualifications or expertise of an area of passion you could draw on to share with children and staff |  | **x** |
| **Knowledge and understanding** |  |  |
| Understanding of equality of opportunity issues and how they can be effectively addressed in schools. | **x** |  |
| The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment. | **x** |  |
| Understanding of a diverse range of teaching and learning styles and techniques. | **x** |  |
| Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards. | **x** |  |
| Good understanding of effective procedures for managing and promoting positive behaviour among pupils. | **x** |  |
| Good understanding of the role of parents and the community in school improvement and how this can be practiced and developed. | **x** |  |
| Clear understanding of data analysis and the important impact this can have on achievement and attainment. |  | **x** |
| **Experience** |  |  |
| Successful experience of teaching in the relevant phase and ideally experience in other key stages. |  | **x** |
| Proven record of raising attainment. | **x** |  |
| Experience of promoting positive behaviour conducive to learning and which is focused on raising standards. | **x** |  |
| Experience of promoting highly effective communications within and between teams and other stakeholders in the school community. | **x** |  |
| **Characteristics and Competencies** |  |  |
| Ability to promote the school’s aims positively. | **x** |  |
| Ability to develop good personal relationships within a team; making an effective contribution to high morale. | **x** |  |
| Ability to establish and develop close relationships with parents, governors and the community. | **x** |  |
| Ability to communicate effectively (both orally and in writing) to a variety of audiences. | **x** |  |
| Ability to create a happy, challenging and effective learning environment | **x** |  |
| Boundless enthusiasm, determination and drive to inspire others to achieve high standards | **x** |  |
| An adventurous spirit – resilient, lively and good humoured approach to all aspects of teaching, management and leadership and good humoured | **x** |  |
| A solution-focused mindset and determined “no-excuses” approach to raising standards | **x** |  |
| A personable nature to build effective relationships with parents and all members of the school community | **x** |  |
| Ability and keenness to promote the school’s positive culture and ethos | **x** |  |
| Ability to be punctual and reliable and maintain a good attendance record | **x** |  |

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