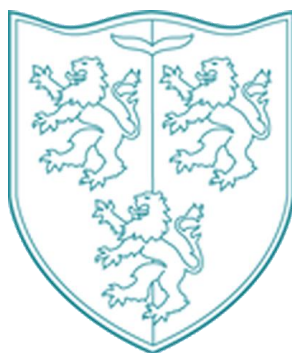


Pembroke Park Primary School



CLASS TEACHER APPLICATION PACK

Pembroke Park Primary School is part of Magna Learning Partnership



ROLE OVERVIEW.

Thank you very much for your interest in the role of Class Teacher at Pembroke Park Primary School. This application pack is electronic; there is no printed version. Candidates who are successful in being short-listed will receive further information and details to assist with preparation for interview. We hope you find everything you need and that our school website will be helpful.

At Pembroke Park we believe that every child is extraordinary, and that education has the capacity and the possibility to change lives for the better. Here teaching and learning is built upon a foundation that is inclusive, supportive, challenging and empowering. We promote high expectations, aspirations and an intense engagement in learning. This supports learners in establishing the values, dispositions, skills and knowledge through which they will be able to achieve success, gain fulfilment and begin their journey as lifelong learners.

Our school is split into 3 stages; Foundation Stage (Nursery and Reception), Key Stage 1 (years 1 and 2) and Key Stage 2 (years 3, 4, 5 and 6).

We are lucky to have our own nursery at Pembroke Park Primary School. This allows the children to learn seamlessly across the Early Years Foundation Stage Curriculum.

Pembroke Park Primary School wishes to appoint a teacher who is determined and dedicated to making a difference to the life chances of our pupils.

- Suitably qualified and experienced - you will have the skills and desire to ignite children's desire to engage with learning.
- Creative, enthusiastic and resilient – you will have a vocation to make a difference to the lives of children who need brilliant teachers.
- A team player – you will come up with solutions to challenges and relish the opportunity to become a lifelong memory in our pupils' lives.
- Ambitious for yourself and others – you will be generous with your time, your compassion and your energy.

In return we can offer the opportunity to work with a friendly and supportive staff team, along with a commitment to a strong professional development ethos and a caring atmosphere where everyone is valued.

JOB DESCRIPTION.

Exercise of general professional duties

To carry out the professional duties of a teacher under the reasonable direction of the Head Teacher and Magna Learning Partnership;

- Establishing effective working relationships with colleagues.
- Setting a good example to pupils in terms of his/her own presentation and personal and professional conduct.
- Ensuring that every pupil is given the opportunity to achieve their potential.
- Implementing the school's policies.
- Being aware of the role and purpose of the Local Governing Body and Board of Trustees.
- Fulfil in their entirety the expectations of the Teaching Standards.
- Having responsibility for safeguarding the welfare of all the children in the school.
- Responsibility for reporting any concerns relating to the safeguarding of children in accordance with agreed safeguarding procedures.

Specific professional duties

The following duties are included in the professional duties which a teacher may be required to perform;

Teaching

Planning and preparing lessons in line with the school's curriculum which promote the development of the abilities and aptitudes of the pupils in his/her class through;

- Identifying clear and relevant learning objectives for lessons.
- Setting learning tasks, including homework, which challenge and ensure high levels of pupil interest.
- Setting ambitious expectations for pupil behaviour, learning, motivation and presentation of work.
- Identifying and supporting pupils with additional learning needs or who are very able – ensuring learning tasks are relevant to need.
- Providing short and medium-term planning which is available to the SLT.
- Meeting termly with the Head Teacher/SLT to discuss pupil progress.

Taking responsibility for a class group and in particular;

- Maintaining good order and discipline among the pupils and safeguarding health and safety both when pupils are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

- Enabling all pupils to develop personally, spiritually, morally, socially and culturally.

Assessing, recording and reporting on the development, progress and attainment of pupils through;

- Marking children's work regularly, giving constructive feedback for further improvement – in line with the school's Marking & Feedback policy.
- Setting learning targets and monitoring progress against these.
- Being available to meet parents at consultation evenings.
- Writing reports to parents.

Other activities

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her, making records of and reports on the personal and social needs of pupils where required.
- Communicating and consulting regularly with the parents of pupils.
- Communicating and co-operating with persons or bodies outside the school.
- Participating in meetings arranged for any of the purposes described above.

Appraisal

Participating in arrangements for the appraisal of his/her performance and that of other teachers.

Review, induction, further training and development

- Reviewing the impact of his/her methods of teaching and programmes of work.
- Participating positively in arrangements for his/her further training and professional development as a teacher, including full and positive engagement with training and professional development which aim to meet needs identified in appraisal objectives or school development documents.
- In the case of a teacher serving an induction period, participating in arrangements for his/her supervision and training.

Educational methods

Advising and co-operating with the Head Teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Professional development meetings

Participating in meetings within the Trust which relate to learning and the curriculum or the administration or organisation of the school, including pastoral arrangements.

Administration

Participating in administrative and organisational tasks related to such duties as described above, including registering the attendance of pupils and the direction or supervision of persons providing support for the teachers in the school.

In addition, teachers may be required to:

- Carry out the supervision of pupils at play times.
- Carry out the supervision of students and volunteers in their classroom.
- Support colleagues across the year group by assisting supply teachers or sharing planning during times of sickness absence.
- Lead a Christian-based worship regularly.
- Participate and support at events organised by the PTA, the Local Governing Body or the Trust Board.

PERSON SPECIFICATION.

1. Qualifications, experience, personal attributes and professional skills.

ASPECT	ESSENTIAL	DESIRABLE	IDENTIFIED BY
Qualifications.	<ul style="list-style-type: none"> • Qualified teacher status (gained or pending). • Degree. • Continuing CPD in teaching and learning. 	<ul style="list-style-type: none"> • Forest Schools training or an understanding of the benefits of outdoor learning. 	Application.
Recent and successful experience of:	<ul style="list-style-type: none"> • Recent teaching experience in EYFS/KS1/KS2. • A proven record of consistently effective teaching. • Securing and maintaining high standards of behaviour, attainment and progress for all pupils. 	<ul style="list-style-type: none"> • Effectively leading one or more subject areas. • Confidence in teaching spelling/ phonics with proven results. • Proven impact within a subject specialism. 	Application. Interview. References.
Personal attributes and professional skills.	<ul style="list-style-type: none"> • Ability to support, maintain and develop the ethos of the schools within the Trust. • Committed, reliable, shows integrity. • Organised and determined. • Creative, imaginative and demonstrates the ability to problem-solve and manage time effectively. • Sense of humour. 	<ul style="list-style-type: none"> • Principled, emotionally mature. • Self-motivated, inspirational. • Fully understands accountability. • Professionally ambitious. 	Application. Interview. References.

2. Knowledge and understanding.

ASPECT	ESSENTIAL	DESIRABLE	IDENTIFIED BY
Leadership and Management.	<ul style="list-style-type: none"> • Demonstrates experience of working with other schools/organisations/agencies. • Experience of working in staff teams. • Ability to build and maintain good relationships and to remain positive and enthusiastic when working under pressure. 	<ul style="list-style-type: none"> • Experience of leadership and coordination of CPD for staff. • Ability to delegate work and support colleagues in undertaking responsibilities. • Experience of reporting to stakeholders. 	Application. Interview.
Teaching and Learning.	<ul style="list-style-type: none"> • Thorough knowledge of the primary curriculum. • Understanding and implementing an effective learning environment. • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning. • Understanding of the SEN code of practice and positive behaviour management. • Aware of a range of teaching and learning strategies and intervention programmes to meet the needs of all pupils. • Able to analyse pupils' performance data to improve progress. 	<ul style="list-style-type: none"> • Evidence of improving the quality of teaching of self and colleagues. • Experience of leading successful extra-curricular activities. • An ability to maintain and continually develop high standards of teaching amongst colleagues. 	Application. Interview. References.
Professional Development.	<ul style="list-style-type: none"> • Able to participate actively in a professional learning community. • Able to manage own workload and that of others to allow work/life balance. 	<ul style="list-style-type: none"> • Ability to identify own learning needs and support others in identifying their learning needs. 	Application. Interview.

	<ul style="list-style-type: none"> • Able to delegate work and support colleagues in undertaking responsibility. • Effective in resource deployment. 		
Other skills and attributes.	<ul style="list-style-type: none"> • Able to build positive and effective relationships within a school community. • Demonstrates a commitment to partnership and collaboration with others within the Trust and in the wider community. • Creates opportunities for pupils to 'shine'. 		Application. Interview.

Safe Recruitment and Disclosure Procedure

This post is subject to a Disclosure and Barring Service (DBS) check. The post holder must be committed to safeguarding the welfare of children. Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Shortlisting

Only those candidates meeting the requirements of the role, and who are well suited to the school's ethos and requirements as listed in the advert and person specification, and who include a fully completed application form, will be taken forward from application.

Interview

Shortlisted candidates will be subject to a reference checking process and will take part in a formal interview process. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from the previous and current employer will be taken up for shortlisted candidates and, where necessary, employers may be contacted to gather further information.

HOW TO APPLY

If you decide to apply for this post, please complete the application and monitoring form which can be found at <https://www.pembrokeparkprimary.net/vacancies> or by emailing finance@pembrokeparkprimary.net.

Please also submit a personal statement, which should be no longer than two sides of A4, and should explain why you are applying for the post, why you are suitable for the post and what qualities and experience you will bring to the role. A Curriculum Vitae is not required and will not be accepted.

Under the reference section, you should provide the names, positions, organisations, email addresses and telephone contact numbers of at least two referees, one of whom **must be** your current employer. Please note, we will be seeking references during the short-listing process.