



# Gifford Primary School

Be Strong, Be Kind, Be Proud

## KS2 CLASS TEACHER RECRUITMENT PACK



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**“Working in partnership  
to provide excellent and  
enjoyable education  
which enables all  
children to achieve their  
highest standards”**

Mission Statement

**“TEACHING IS CONSISTENTLY GOOD WITH  
MANY EXAMPLES OF OUTSTANDING PRACTICE.”  
OFSTED**

- Required for January 2024
- Salary: MPS – UPS (£34,502.00 - £53,482.00)
- Closing date: 9:00am Wednesday 11<sup>th</sup> October 2023
- Interview date: w/c 16<sup>th</sup> October 2023
- Previous applicants need not apply

# Welcome



## HEADTEACHERS MESSAGE

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Dear Applicant,

Thank you for showing an interest in the position of KS2 Class Teacher at Gifford Primary School. Gifford Primary School is a popular four-form entry school.

We are seeking to appoint an ambitious, innovative and hardworking Class Teacher. You must be an exceptional Class Teacher who is passionate about learning and is able to inspire children to achieve their full potential.

As a school, we pride ourselves on providing a learning environment and a rich variety of opportunities for our children so that every one of them may be helped to reach their full potential and make the most of their talents.

Visits to the school are essential. To arrange a visit please contact the HR team on 020 8845 4661 or email [HR@gifford.ealing.sch.uk](mailto:HR@gifford.ealing.sch.uk). If you are unable to visit, please arrange a virtual call. We look forward to hearing from you.

Yours faithfully,

Sarah Wilson  
Headteacher

# Our Vision

Gifford Primary School shares a vision of learning today for a better tomorrow.

## Are you:

- Someone who cares about children?
- Continually looking for ways to improve your own practice?
- A positive team player?
- Someone with a can-do attitude?
- Excited by a challenge and full of great ideas?

Then get in touch!

## In return, we can offer the successful candidate:

- Enthusiastic and motivated children
- Extensive support mechanisms and continued tailored professional development
- A personalised induction program
- An active wellbeing team
- A state of the art building with onsite parking
- Opportunities to work collaboratively with other schools



# Person Specification

| Qualifications and training |                                                                                                                                                       | Essential | Desirable |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| 1.1                         | Qualified teacher status.                                                                                                                             | ✓         |           |
| 1.2                         | Evidence of significant professional development that is relevant to the position and a commitment to ongoing relevant professional self-development. |           | ✓         |
| 1.3                         | Teaching experience with the age range and/or subject(s) applying for                                                                                 | ✓         |           |

| Teaching and management experience |                                                                                                      | Essential | Desirable |
|------------------------------------|------------------------------------------------------------------------------------------------------|-----------|-----------|
| 2.1                                | At least three years' successful teaching in the primary school age range.                           |           | ✓         |
| 2.2                                | Successfully carried out initiative development, implementation and evaluation.                      |           | ✓         |
| 2.3                                | Experience of working with children with a range of needs.                                           | ✓         |           |
| 2.4                                | Consistent teaching observation grades of good or outstanding.                                       | ✓         |           |
| 2.5                                | Raised the achievement of a significant group of pupils across the ability range.                    | ✓         |           |
| 2.6                                | Experience of management and implementation of local and/or national initiatives.                    |           | ✓         |
| 2.7                                | Successfully promoted and deployed high standards of behaviour and a positive ethos within a school. | ✓         |           |
| 2.8                                | Effectively taught in KS1 and/or KS2.                                                                |           | ✓         |
| 2.9                                | Experience of leading INSET.                                                                         |           | ✓         |
| 2.10                               | Experience of leading a subject within a school.                                                     |           | ✓         |

| Professional knowledge, understanding, skills and attributes |                                                                                                                                                                         | Essential | Desirable |
|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| 3.1                                                          | Understanding of effective teaching and learning.                                                                                                                       | ✓         |           |
| 3.2                                                          | The ability to model good/outstanding lessons for colleagues.                                                                                                           | ✓         |           |
| 3.3                                                          | Deployed people and resources efficiently and effectively to meet specific objectives.                                                                                  |           | ✓         |
| 3.4                                                          | Analysed and interpreted data to support the setting and meeting of challenging objectives.                                                                             |           | ✓         |
| 3.5                                                          | Awareness of current educational issues and their implications for schools.                                                                                             |           | ✓         |
| 3.6                                                          | Evidence of accountability to the governing body, parents, pupils, staff and/or the LA for the effectiveness of an aspect of the school.                                |           | ✓         |
| 3.7                                                          | A commitment to plan, prepare and deliver effective teaching and learning, while raising achievement for children through a broad, balanced and stimulating curriculum. |           | ✓         |
| 3.8                                                          | Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.                                                                        | ✓         |           |
| 3.9                                                          | Personal flexibility; preparedness to adapt and find creative solutions.                                                                                                | ✓         |           |
| 3.10                                                         | High standard of communication skills, oral and written, for a range of audiences.                                                                                      | ✓         |           |
| 3.11                                                         | Personal 'presence'; warmth, sense of humour, maturity, approachability.                                                                                                | ✓         |           |

| Commitment |                                                                                                                                                                                   | Essential | Desirable |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| 4.1        | Demonstrate a commitment to safeguarding and child protection.                                                                                                                    | ✓         |           |
| 4.2        | A commitment to providing equal opportunities in both the curriculum and pastoral care, valuing the needs of individual children and the diversity of their cultural backgrounds. | ✓         |           |
| 4.3        | Relating positively to and showing respect for all members of the school and wider community.                                                                                     | ✓         |           |
| 4.4        | Promoting the school's vision and ethos.                                                                                                                                          | ✓         |           |

# JOB DESCRIPTION

## **Purpose:**

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Be responsible for the learning and achievement of all pupils in the class(es) ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Teaching experience with the age range and/or subject(s) applying for

## **Duties and responsibilities:**

All teachers are required to carry out the duties of a schoolteacher as set out in the current [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.

## **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 learn
- Have a clear understanding of the needs of all pupils, including those with special 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
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

#### **Fulfil Wider Professional responsibilities:**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

#### **Administration:**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

#### **Professional development:**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

#### **Other:**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Please refer to the job vacancy page on our school website for the Privacy Notice for job applicants.