**Northern**

**Junior**

**Federation of Northern Schools**

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**INFORMATION PACK FOR THE POST OF**

**KS2 Class Teacher**

**Northern Junior School**

**“Believe, Succeed, Achieve”**

Are you an excellent and enthusiastic primary class teacher? If so we have an exciting opportunity for someone either in the early stages of their career, or an experienced teacher looking for a new challenge.

This is a fantastic opportunity to join our friendly, committed school team and contribute to the development of our school, working within our effective and collaborative federation.

The successful candidate will:

* be committed to inclusion and leave children in no doubt that they care for their wellbeing
* be enthusiastic, hardworking and committed to ensuring every child achieves the very best they can
* be an excellent class teacher that is able to create an inspiring and purposeful learning environment
* be passionate about making learning experiences exciting, memorable and fun
* have high expectations of all children and an ability to motivate all learners
* enjoy working as part of a dynamic and friendly team
* demonstrate initiative and a commitment to their own professional development

We can offer you:

* a supportive and inclusive ethos
* enthusiastic, happy, motivated children with supportive parents and families
* a friendly, highly motivated and professional team of enthusiastic staff to work alongside you within a supportive ethos
* a caring and welcoming environment, with extensive and attractive school grounds to enrich learning
* an exciting opportunity to work within a federation which operates as a virtual primary and is committed to professional development and provides outstanding training opportunities
* regular non-contact time with your planning team, together with wellbeing days
* a school therapy dog to support our children and staff

Visits to the school are warmly welcomed and can be arranged through the school office. We look forward to welcoming you to Northern Junior School.

**Application Procedure**

Visits to our school are warmly welcomed and encouraged. If you have any questions or wish to arrange a visit please contact our Business Manager Helen Pottle either by email or telephone.

h.pottle@northern-jun.hants.sch.uk

Telephone 02392 370613

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| **Category** | **Essential**  | **Desirable** |
| **Qualifications/****Professional Development** | * Qualified teacher status
* B.Ed., BA (QTS), PGCE or Teaching Certificate
* Ability to reflect upon and identify own learning needs
 | * Evidence of further professional training
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| **Experience** | * Successful teaching experience of good or outstanding lessons
* Has experience of teaching Key Stage 2
 | * Successful experience of leading a subject area
* Has experience of teaching across the primary range
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| **Teaching and Learning** | * A secure understanding of the requirements of the National Curriculum
* Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils
* A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning
* Secure knowledge of the statutory requirements relating to the curriculum and assessment
* Secure understanding of effective adaptations for the full range of attainers
* Ability to provide effective feedback to all learners
* Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management
 | * Experience of delivering Key Stage 2 statutory assessments.
* Experience of teaching children with a range of needs
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| **Accountability** | * Ability to communicate effectively, orally and in writing to a range of audiences- e.g. staff, pupils, parents
 | * Has experience of reporting to Governors
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| **Skills, Qualities and Abilities** | * High quality teaching skills
* High expectations of pupils’ learning and attainment
* An inclusive approach to teaching and learning
* Ability to build and maintain good relationships
* Good communication skills both written and verbal – including being a good listener
* Ability to remain positive and enthusiastic when working under pressure
* Ability to organise work, prioritise tasks, make decisions and manage time effectively
* Empathy with children
* Good communication skills
* A good team player
* Stamina and resilience
* Effective ICT skills
* An ambition to develop professionally, through reflection, mentoring and coaching
* Respond positively to professional feedback with a growth mindset
 | * Experience of mentoring others
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| **References** | * Positive recommendation in professional references
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| **Safeguarding** | * A commitment to safeguarding with a clear understanding of all polices related to safeguarding. Northern Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB and additional checks are required for all successful applicants.
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**Job Description – Class Teacher**

**Responsible to: Executive Headteacher**

**Purpose of the Post**

To be responsible for the education and welfare of the pupils within a class and to support the leadership of the school and federation in establishing a culture that promotes excellence, equality and high expectations, and gives every learner the confidence to succeed.

Class teachers will work in accordance with the current ‘Teacher’s Pay and Conditions’ document.

**Duties and Responsibilities:**

* To carry out the duties of a school teacher as set out in the Teacher’s Pay and Conditions Document.
* To continue to meet the National Teachers Standards.

**Set high expectations which inspire, motivate and challenge pupils**

• establish a safe and stimulating environment for pupils, rooted in mutual respect

• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**Promote good progress and outcomes by pupils**

• be accountable for pupils’ attainment, progress and outcomes

• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

• guide pupils to reflect on the progress they have made and their emerging needs

• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study

**Demonstrate good subject and curriculum knowledge**

• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

• demonstrate a critical understanding of developments in the subject and curriculum areas.

• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English

• when teaching reading, demonstrate a clear understanding of systematic synthetic phonics

• when teaching mathematics, demonstrate a clear understanding of appropriate teaching strategies

**Plan and teach well-structured lessons**

• impart knowledge and develop understanding through effective use of lesson time

• promote a love of learning and children’s intellectual curiosity

• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired

• reflect systematically on the effectiveness of lessons and approaches to teaching

• contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**Adapt teaching to respond to the strengths and needs of all pupils**

• know when and how to differentiate and adapt appropriately, using approaches which enable pupils to be taught effectively

• have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these

• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development

• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment**

• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements

• make use of formative and summative assessment to secure pupils’ progress

• use relevant data to monitor progress, set targets, and plan subsequent lessons

• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**Manage behaviour effectively to ensure a good and safe learning environment**

• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour guidelines

• have high expectations of behaviour, 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 involve and motivate them

• maintain good relationships with pupils, exercise positive behaviour management, and act decisively when necessary

**Fulfil wider professional responsibilities**

• make a positive contribution to the wider life and ethos of the school and federation

• develop effective professional relationships with colleagues, knowing how and when to draw upon advice and specialist support

• deploy support staff effectively

• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

• communicate effectively with parents with regard to pupils’ achievements and well-being

**Class teachers will -**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
* Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
* Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
* Take full responsibility for safeguarding children with a clear understanding of all school policies related to child protection and safeguarding

**Northern Federation Values**

* At Northern Federation we [believe](https://www.northernfederation.org.uk/docs/Policies/Core_Values_2020-21.pdf) in ourselves and others which we show by caring and supporting those around us.
* We want pupils to feel good about themselves, show respect for themselves, others and the environment becoming responsible and hardworking citizens of the future.
* We value the unique child and promote inclusion.
* We foster a love of learning and an intrinsic motivation to do our best every day.
* Our growth mindsets and positive[relationships](https://www.northernfederation.org.uk/docs/Policies/Learning_values_.pdf)allow us to [achieve](https://www.northernfederation.org.uk/docs/Policies/Core_Values_2020-21.pdf) our goals, in the curriculum and beyond
* We are open-minded, positive towards the world, its people, their history and cultures and celebrate the diversity around us.
* We want our children to embrace the future by being confident with new technology and able to take on new challenges with confidence and resilience.
* Our staff and children [succeed](https://www.northernfederation.org.uk/docs/Policies/Core_Values_2020-21.pdf)academically, socially and emotionally through being [resilient, resourceful and reflective](https://www.northernfederation.org.uk/docs/Policies/Learning_values_.pdf).
* We believe that children who feel happy and believe in themselves can succeed and achieve.
* All members of our community model our core values and learning values in everything they do.

**Northern Federation - Core Values - Believe Succeed and Achieve**

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| **Believe - Believing in ourselves and others we -**  |
| * Show Respect
* Care for and support those around us
* Celebrate difference understanding the unique child
* Promote aspiration for our future and the future of others
* Remember that effort and hard work leads to achievement
* Promote a love of learning and the intrinsic motivation to do well
* Feel valued and value others
* Understand and promote inclusion
* Make positive contributions to the school community, wider community and the world
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| **Succeed -We will succeed academically, socially and emotionally by** |
| * Showing **resilience and resourcefulness**
* Showing **reflective** thinking and learning from mistakes
* Demonstrating emotional intelligence
* Maintaining a growth mindset
* Deciding on the right goal and working towards it
* An awareness of our own progress and how we learn
* Putting effort into our thinking skills (caring, collaborative, critical and creative thinking)

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| **Achieve - We achieve our goals in -**  |
| * Core subjects, being ready for the next phase or key stage
* A range of foundation subjects across the primary curriculum
* A range of life skills
* Setting targets and working towards quality outcomes
* Celebrating our own and others achievements
* Getting on with others and maintaining good **relationships**
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**Northern Federation - Learning Values**

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| **Values characteristics** | **What we will see and hear** |
| **Adults**  | **Children**  |
| **Resilience**Being strong, persistent and determined, never giving up. | * Promoting growth mindset.
* Using the language of resilience
* Ensure sufficient challenge with the task design
* Teacher modelling making mistakes and learning from it
* Showing children where they have made progress in their work as a result of effort
* Modelling how we learn from mistakes
 | * Showing stickability when things get difficult
* Being absorbed and focussed on work
* Articulating how their effort has led to improvements in work
* Self motivated and determined to do well
* Knowing the right time to seek help
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| **Values characteristics** | **What we will see and hear** |
| **Adults**  | **Children**  |
| **Growth Mindset**Belief in yourself, knowing that effort leads to success. | * Opportunities to teach the differences between fixed and growth mindsets
* Use vocabulary of growth mindsets
* Talking about how we stay resilient and make effort.
* Sensitivity to mistakes, teaching how we use mistakes to learn
 | * Being confident to try new things
* Articulating the importance of effort
* Being able to show in their work where effort led to improved outcomes
* Talking about the power of yet
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| **Values characteristics** | **What we will see and hear** |
| **Adults**  | **Children**  |
| **Reflection** Being able to self- evaluate and be self- aware as a leaner.  | * Teaching the skills of self- assessment
* Role model making errors and self -correcting.
* Giving children time during the session to self- evaluate and check work.
* Role model editing and improving
* Generating success criteria to use as the basis of self –evaluation
 | * Editing and improving their work
* Accurately evaluating their outcomes
* Talk about how they learn best
* Identify the progress they have made and set themselves a goal
* Revisiting and revising learning
* Selecting the best idea to move forward with
* Using critical thinking skills
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| **Values characteristics** | **What we will see and hear** |
| **Adults**  | **Children**  |
| **Resourcefulness** Being able to learn if different ways.Using initiative and being independent. | * Praising children when they take initiative with learning
* Provide the enabling environment
* Ensuring opportunities to promote independence
* Using working walls that support current learning
* Modelling how to be resourceful when learning
* Promoting creative thinking
 | * Independently selecting the right resources to support their learning
* Trying different resources to see which work best for them
* Being flexible and making links
* Being innovative and creative
* Asking the right questions
* Reasoning
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| **Values characteristics** | **What we will see and hear** |
| **Adults**  | **Children**  |
| **Relationships**Respect CareSupportEmpathycollaboration communication  | * Setting the right ethos and culture
* Teaching skills of effective collaboration
* Planned opportunities for team activities
* Modelling how to listen and respond respectfully
* Promoting the use of talk partners and learning partners
* Teaching the skills of effective communication
 | * Valuing and building on the ideas of others
* Contesting, disagreeing and debating in a respectful way
* Knowing when some needs help and stepping in to support
* Showing caring thinking and empathy
* Showing active listening skills, contributing to team work
* Working effectively in partnership
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**Application Procedure**

Candidates should fully complete the application form and return it no later than noon 28th June 2023 and send to**:** **h.pottle@northern-jun.hants.sch.uk**

Thank you for your interest in the post and our school.

**Mr John Bailey**

**Executive Headteacher**

**Northern Infant and Junior School**

**Richmond Rise**

**Portchester**

**FAREHAM**

**Hants**

**PO16 8DG**

**Tel No: 023 92 370613**