

**Job Title:** KS2 Class Teacher (Y3/4 or Y5/6)

**Required from:** September 2021

**Appointment:** 1-Year Fixed Term

(with the potential of a permanent contract)

**Full Time:** FTE 1

**Salary:** MPR

**NQTs welcome to apply**

**Candidate Information Pack 2021**

Skinners Lane

Bardwell

Bury St. Edmunds

Suffolk

IP31 1AD

Tel: 01359 250854

Email: [bardwell@tilian.org.uk](mailto:bardwell@tilian.org.uk)

**Information about the school**

Number of children on roll: 51 (PAN 15)

Dear Applicant,

Thank you for requesting information about the KS2 Class Teacher position at Bardwell Primary School.

Enclosed you will find the job description and person specification.

Our parents and pupils provide excellent feedback on our school; they enjoy life at Bardwell and

contribute well to our wonderful learning ecosystem.

At Bardwell our vision is that all our children will receive exceptional opportunities for learning,

through a well-balanced curriculum, innovative teaching and all children engaging in higher-order

thinking. We believe in children achieving their highest potential whilst with us - there is no glass-

ceiling to learning. For this particular post, the governors are seeking to appoint a teacher who is able

to inspire pupils through a metacognitive approach to learning.

In school, our Bardwell Cogs (learning dispositions) are central to how we work together in school

as a community, through being kind communicators, aspirational, courageous, resilient, reflective and

inquisitive with learning and in all aspects of school life.

If you were appointed as a teacher in our team at Bardwell, we would offer you:

* A creative, technological and forward-thinking working environment with experienced staff;
* An opportunity to work with a skilled team of teachers and managers;
* Opportunities to engage in high-quality professional development to extend your teaching skills;
* Support from senior managers in school and the governors of our school;
* Opportunities to work with our network of Tilian Partnership schools/ organisations locally and nationally.

Please visit our [website](https://sites.google.com/tilian.org.uk/bardwell/home) to find out more about us.

Informal visits to the school are encouraged. NQTs are encouraged to apply for this post.​ If you

would like to arrange a visit, please send an email to [bardwell@tilian.org.uk](mailto:bardwell@tilin.org.uk).

The closing date is **Friday 21st May 2021** at **12 noon.** Interview date: **Friday 28th May 2021.**

I look forward to receiving your application.

Yours sincerely,

Mr. R Francksen

Executive Headteacher MA PGCE BSc

**Enclosed**

1. Statement on Child Protection and Safeguarding

2. Job Description

3. Person Specification

**1. Statement on Child Protection and Safeguarding**

The Tilian Partnership is committed to safeguarding and promoting the welfare of our pupils. We expect all staff and volunteers to share this commitment. In our schools we create a culture of safeguarding which is the responsibility of all staff.

When applying for a post at one of our schools you will be subject to a safer recruitment process as follows:

1. If you are shortlisted, you will be required to complete a self-disclosure, which you will need to bring with you to the interview (in an envelope marked confidential);
2. During the interview process, the interview panel will explore your skills, experience and attitudes and the questions asked will include questions about safeguarding of children;
3. If you accept a post at one of our schools you will be required to complete an enhanced DBS.

**Important documents to read**

* [Safeguarding Policy](https://docs.google.com/document/d/16AbQZgBV_om7wpWLEpy2iYoBNlsHbBuF2r1jwQS-X9k/edit?usp=sharing)
* [Child Protection Procedure (included in appendix 2 of Safeguarding Policy)](https://docs.google.com/document/d/16AbQZgBV_om7wpWLEpy2iYoBNlsHbBuF2r1jwQS-X9k/edit#bookmark=id.jthose9q0tdd)
* [Tilian Code of Conduct for Staff](https://docs.google.com/document/d/146P2pOAK71peu3Axg0f7IFKKhlYo-5vDDhTlPFGM-iQ/edit?usp=sharing)
* [Staff Induction Policy](https://docs.google.com/document/d/1upVPq4Y9OYRlJOyEZXsaV-lLdY6eAy9sS0NAQzaUnos/edit?usp=sharing)

**Submitting an application**

Please ensure that you complete all relevant information on the application and email this to [bardwell@tilian.org.uk](mailto:bardwell@tilian.org.uk). Covering letters are acceptable but CVs are not.

Closing date for applications: **Friday 21st May 2021** at **12 noon**

Interview date: **Friday 28th May 2021.**

**2. Teaching Staff Job Description**

**Purpose of Post**

● To assume overall responsibility for raising the quality of provision for KS2, including physical, emotional, social and intellectual education and care for children in the setting;

● To promote excellent practice at all times;

● To secure a good or better education for all pupils and the continuous improvement of teaching

and learning in school.

**Key Areas**

1. Knowledge and understanding of the Key Stage 2 curriculum;

2. Effective practice;

3. Relationships with children;

4. Communicating and working in partnership with families and carers;

5. Teamwork and collaboration;

6. Professional development of other practitioners.

**1. Duties and Responsibilities:**

1.1. Knowledge and understanding of the KS2 curriculum and national expectations;

1.2 To have a good understanding of the principles and content of the KS2 curriculum requirements and know how to plan and teach these;

1.3 To assume overall responsibility for the quality of provision, including physical, emotional, social and intellectual education and care for children in the class;

1.4 To support other practitioners in acknowledging the various influences and transitions experienced by a child from both inside and outside the setting;

1.5 To practice and promote current legal requirements, national policies and guidance on health and safety, safeguarding and promoting the well being of children.

**2. Effective practice**

2.1 To select, prepare and use a range of resources suitable for children’s ages, interests and abilities, taking account of diversity and promoting equality and inclusion;

2.2 To plan and provide safe, appropriate, child-led and adult initiated experiences, which enable

children to develop and learn;

2.3 To support the process of effective assessment, recording and reporting on progress in children’s development and learning and use this as a basis for differentiating provision;

2.4 To promote the use of informed observation and other strategies to monitor children’s activity, development and progress systematically and carefully, and to use this information to inform, plan and improve practice and provision;

2.5 A commitment to the implementation of school policies and routines is essential;

2.6 An interest in professional self-development will be encouraged. The school is seen as a valuable training ground for future career development.

**3. Relationships with children**

3.1 To actively support the development of children’s independence and communication skills;

3.2 To promote children’s rights, equality, inclusion and anti-discriminatory practice in all aspects of the setting;

3.3 To encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views.

**4. Communicating and working in partnership with families and carers**

4.1 To establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them;

4.2 To work in partnership with parents/carers and other family members, providing formal and informal opportunities through which information about children’s well-being, development and learning can be shared to improve outcomes.

**5. Teamwork and collaboration**

5.1 To work and co-operate as part of a team, to agreed objectives;

5.2 To work mutually in helping manage the school – supporting colleagues with behaviour, day-to-day administration, where appropriate, observing, analysing and participating in school life;

5.3 To establish and sustain a culture of collaborative and cooperative working between colleagues; 5.4 To positively influence and shape the policies and practices of the setting and share in collective responsibility for their implementation;

5.5 To contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis;

5.6 To work collaboratively with middle or senior leaders to assess pupil progress, record and report levels and set relevant targets;

5.7 To monitor targets set in the School Impact Plan and update the documentation with an established leader.

**6. General skills**

6.1 A preparedness to support staff in positive and constructive ways will be essential;

6.2 To ensure classroom staff, under your direction, to talk to children, giving kind, helpful and specific feedback to help children understand what they have achieved and think about what they need to do next;

6.3 To ensure all classroom staff, under your direction, demonstrate the positive values, attitudes, and behaviour which the setting expects from the children;

6.4 To play an active role in identifying and finding ways of meeting the professional development needs of practitioners in the setting;

6.5 To adopt a creative and innovative approach towards practice, by being open to opportunities for improvements, and encouraging staff to make suggestions;

6.6 To ensure all staff, under your direction, recognise when a child is in danger or at risk of harm and know how to act to protect them.

There may be, from time to time, additional duties as required by the Head of School (by negotiation

with Head and Governors, if necessary at any time in the future). I understand that all school policies

for the staff are available on the school intranet and it is my responsibility to familiarise myself with

these policies.

Signed: ……………………………………………………... Postholder………………………………………………...

Print name ………………………………………….………

Headteacher ……………………………………………. Date………………………………………………………..

**3. Class Teacher Person Specification - Requirement of the post**

|  |  |  |
| --- | --- | --- |
| **Attribute** | **Source of Evidence** | **Requirement** |
| **Qualifications** | | |
| Qualified Teacher Status | A | E |
| Master in Education (or similar) | A | D |
| **Experience** | | |
| Experience of teaching in KS2 | A, I & R | E |
| Involvement in curriculum development within a school | A & I | KD |
| Experience of leading an area of the curriculum | A & I | KD |
| Works effectively within a team | A, I & R | E |
| Able to support and promote the school’s ethos, including Christian Values of the school | A & I | E |
| Experience of literacy subject leadership and/or foundation subject leadership | A & I | KD |
| **Knowledge** | | |
| Shows knowledge of current education issues and developments | A & I | E |
| Has secure subject knowledge across the National Curriculum | A, I & R | D |
| Strategies for sustaining school improvement and raising standards of achievement | A & I | KD |
| A clear understanding of a teacher’s responsibilities to safeguard children | R & I | E |
| **Skills and abilities** | | |
| An **aspirational** practitioner who strives for excellence | A & I | E |
| A **kind communicator** who promotes positive relationships, behaviour management, a commitment to a high level of pastoral care and has strategies to engage parents in their child’s learning | A & I | E |
| A **reflective** practitioner who strives to improve their teaching | A, I & R | E |
| Has **courageous** and innovative strategies for improving the quality of teaching and learning | A, I & R | E |
| A proven track record as a good, creative and **resilient** teacher | A, I & R | E |
| Ability to relate well to children, share their interests and enthusiasms and create an **inquisitive** learning environment | A & I | E |
| A teacher who recognises their accountability for the learning progress and well-being of the children they teach | A, I & R | E |
| Keen to engage with the wider community | A & I | E |

**Key**

A= Application Form, I = Interview, R= Reference

E= Essential D= Desirable KD = Key desirable