

Key Stage 2 Teacher

TLR Responsibility: Mathematics Lead

Bentley Heath Church of England Primary School (Academy)

Status: Permanent

Required: January 2023

Salary: £27,600 - £41,604 (MPS2 - UPS3)

+ Mathematics TLR Payment: £2,873 (TLR2)

Hours: Full Time

Reporting to: Headteacher

Bentley Heath Church of England Primary School is pleased to be able to appoint an experienced and committed Key Stage 2 Teacher and Mathematics Lead to join the academy. Bentley Heath is a vibrant, creative and forward looking academy keen to employ an outstanding KS2 practitioner to lead mathematics across the school.

We are looking for an innovative and inspirational teacher and leader who can share best practice in both teaching and mathematics development. Additionally, we would like someone who positively promotes inclusion, has high expectations for all children and has a good knowledge of the curriculum and assessment.

Bentley Heath will provide:

- A great learning environment for children with a strong community ethos
- A working environment where staff are valued and treated with respect
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all of our pupils
- Incredible pupils who love coming to school and are encouraged to learn the skills they will need for life outside the school
- An enthusiastic and supportive Head Teacher and Senior Leadership Team who put the interests of the children first and are committed to the continual improvement of the academy

Bentley Heath Church of England Primary School is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

Job Description – Class Teacher

To carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. To meet the required standards for Qualified Teacher Status and having regard to the curriculum of the academy: to teach children within the primary age range according to their educational need. This includes all necessary professional duties of planning, preparing courses and lessons, assessing, recording and reporting on the development, progress and attainment of pupils assigned to you. To contribute and participate in the team working ethos of the academy and maintain the positive ethos and core values of the academy, both inside and outside of the classroom.

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Planning and delivering the teaching programme for all pupils within the class in relation to PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education with regard for the academy's aim statement, own policies and schemes of work.
- Providing clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Setting tasks, which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks.
- Setting clear targets, building on prior attainment.
- Identifying SEND or very able pupils.
- Making effective use of assessment information on pupil's attainment and progress in planning future lessons.
- Maintaining good order and discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.
- Using a variety of teaching methods and learning styles to:
 - Keep all pupils engaged;
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
- Select appropriate learning resources and develop study skills through library, ICT and other sources.
- Evaluate own teaching critically to improve effectiveness.
- Ensure the effective and efficient deployment of classroom support.
- Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.

Provide a stimulating, organised classroom environment, where resources can be accessed appropriately by all pupils.

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
- Mark and monitor classwork and homework, providing constructive feedback and setting targets for future progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses in order to recognise the level at which the pupil is achieving.
- Prepare and present informative reports on the development, progress and attainment of pupils to the Headteacher and/or parents as required.

Job Description – Mathematics Lead

- To maintain and further develop mathematics across the school.
- Develop plans which identify clear targets and success criteria for mathematics excellence.
- Contribute to the whole school's INSET, evaluation, monitoring, moderation and planning activities.
- Monitor the impact of agreed actions for mathematics development on a termly basis and report these to trustees.
- To be part of regular SLT meetings
- To support the review of designated curriculum policy
- Participate in the development of the curriculum at the academy, in line with national requirements.
- Contribute to the preparation and implementation of the School Improvement Plan.

Other General Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the academy.
- Know subject(s) or specialism(s) to enable effective teaching.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to pupils' emotional and mental well-being.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy and students.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents, trustees and specialists from outside agencies.
- Participate in the performance management system for the appraisal of their own performance.
- To set a good example in terms of dress, punctuality and attendance.

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations. The job holder may be required to work across the academy group as and when it expands. The job holder may be required to undertake additional training e.g. first aid, Positive Handling

Important: In the first instance, applications are assessed against the following criteria: overall presentation, use of standard English, grammatical accuracy.

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

| PERSON SPECIFICATION | | |
|--|---------|-----|
| QUALIFICATIONS | AM | E/D |
| Degree or relevant qualification and experience. | A | E |
| Qualified Teacher Status. | A | E |
| Experience of skills outside of teaching. | A, I, R | D |
| Postgraduate qualifications and / or a willingness to undertake them. | A, I | D |
| Completion of relevant Leadership and Management programmes / an or willingness to undertake them (e.g. NPQSL / DFL) | A, I | D |
| Team Teach trained or a willingness to undertake it. | A, I | D |
| EXPERIENCE | | |
| A secure understanding of Assessment for Learning (AfL) and the impact on progress. | A, I, R | E |
| Experience of subject leadership with primary setting | A, I, R | E |
| Experience of working in Year 5 and 6 and of KS2 SATS | A, I, R | E |
| Outstanding teaching across a variety of age ranges and schools. | A, I, R | D |
| Evidence of good teaching and impact on progress of all learners (preferably across Key Stage 2) | A, I, R | D |
| Experience of training, coaching and mentoring colleagues. | A, I, R | D |
| Experience of leading a core subject / main school priority | A, I, R | D |
| Creative skills and talents. | A, I, R | D |
| KNOWLEDGE, ABILITIES AND SKILLS | | |
| An understanding of the current National Curriculum. | A, I | E |
| A sound understanding of strategies to support all children's learning. | A, I, R | E |
| The use of a variety of techniques for assessment for learning in order to impact positively on children's progress. | A, I, R | E |
| Outstanding organisational skills with the ability to self-direct as well as work successfully within a team. | A, I, R | E |
| Excellent behaviour management strategies. | I, R | E |
| A commitment to further professional development. | A, I | E |
| Excellent interpersonal skills. | I, R | E |
| Flexible and adaptable. | A, I, R | E |
| Ability to inspire and motivate all children to learn and reach their full potential. | A, I, R | E |

| | | |
|--|---------|---|
| Tenacity, enthusiasm and drive. | A, I, R | E |
| Ability to/willingness to contribute to the whole school context (including INSET). | A, I, R | D |
| An understanding of and working knowledge of the needs of children with SEND. | A, I, R | D |
| An interest in supporting the development of parents' mathematics knowledge and skills. | A, I, R | D |
| The ability to work productively and positively with a range of colleagues both internally and externally. | A, I, R | D |
| Evidence of continued professional development. | A | D |
| The willingness to undertake Positive Handling training and implement it within school. | A | D |

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference
E – Essential, D - Desirable

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

Safeguarding

The school is committed to Safeguarding and promoting the welfare of all children. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

The School's Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Working Together to Safeguard Children DfE 2018

The school pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the academy, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health, physical and mental capacity for the job. It also includes undertaking interviews and an enhanced DBS check.

Candidates should be aware that all posts in the academy have some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.