

Upper KS2 Class Teacher - Required from 1st September 2022

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Position:	KS2 Class Teacher	Start Date:	1 st September 2022
Contract:	Permanent	Term:	60% - Full Time Negotiable
Applications Close:	Monday 23 rd May at 9am	Interview Date:	Wednesday 25 th May
Salary:	MPS/UPS (dependent upon candidate)		

Do you want to work in a forward-thinking school with friendly, supportive, dedicated staff and well-behaved children?

Do you want to work in a GOOD school that enables staff to collaborate and learn from each other?

Is Longthorpe the place for you?

The school offers you:

- eager to learn children – there is a real learning buzz in school
- a friendly, fun, supportive and dedicated staff team – a great place to work!
- flexibility and understanding that supports a good work/life balance
- an experienced, supportive, driven leadership team that listens
- PPA time with colleagues to share workload
- comprehensive, high quality, researched planning and teaching resources
- personalised CPD opportunities and opportunities to take the lead
- freedom to take risks with teaching and learning, within a metacognitive approach
- laptop and iPad for all teachers as part of our exciting MAT *iLearn* initiative– with internal and external quality CPD
- an employee assistance programme through our subscription to Perkbox
- a great team of colleagues through our local MAT (PKAT) to collaborate with
- a 2:30pm finish on a Friday and 1pm finish at the end of each term!

You will:

- be caring and develop positive relationships with all children
- hold high aspirations and expectations of all children and self – proactive about self-improvement
- be resilient & dedicated, with a sense of humour
- have a positive mindset and a ‘can-do’ attitude
- passionate & reflective about the learning process and interested in educational research
- be creative & knowledgeable – able to provide relevant learning to children that links across the curriculum that engages children with the learning process
- be well organised and willing to go the ‘extra mile’
- be consistently good and have proven, successful experience of teaching in Upper KS2
- have good interpersonal skills and develop positive relationships with all stakeholders

Visits to our school are warmly welcomed and we look forward to receiving your application! Please contact the school office on: 01733 265959 | Apply online: <https://www.pkat.co.uk/vacancies>

The successful applicant will be employed subject to satisfactory references and acceptable health and DBS safeguarding checks.

Job Description



Post Title: Class Teacher

In accordance with the school's policies and under the direction of the Headteacher:

Teaching

- plan and prepare sequences of lessons, units of work that deepen pupil understanding of key concepts and complete planning documentation
- set, mark and feedback on work to be carried out by the pupils in your class and any pupils assigned to you, in line with school policies
- teach, according to their educational needs, the pupils in your class and any pupils assigned to you
- promote the intellectual, physical and personal abilities and aptitudes, and the general progress and well-being of pupils
- provide guidance and advice to pupils on educational and social matters and, where appropriate, on their further education

Assessments and Reports

- assess, record and report on the development, progress and attainment of pupils
- provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- make records of and reports on the personal and social needs of pupils
- communicate and consult with the parents of pupils
- communicate and co-operate with support agencies outside the school and participate in meetings arranged for any of the purposes described above
- communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

Appraisal or Review of Performance

- participate in arrangements for the appraisal and review of your performance and that of other teachers.
- actively take responsible for developing your own practice and the school's performance management process

Review, Induction, Further Training and Development

- keep under review your methods of teaching and programmes of work, in line with school policies, protocols and agreed ways of working, as well as actively participating in arrangements for your further training and professional development as a teacher, including leading your own learning and research

Curriculum Development

- advise and co-operate with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment, including their implementation, success and review
- contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values, vision and aims.
- work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- lead a curriculum subject and provide materials, research, CPD to improve teaching and learning provision in the agreed area.
- create and implement a subject Action Plan and continually review progress made towards its aims

Discipline, Health and Safety

- maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- maintain good order and discipline among pupils in accordance with the school behaviour policy

Staff Meetings

- participate in meetings at the school or off-site which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

End of Key Stage Tests

- participate in arrangements for preparing pupils for externally assessed tests and record and report such assessments

Management and Administration

- contribute to the selection for appointment and professional development of other teachers and support staff, include the induction and assessment of new teachers and teachers serving induction periods
- assist the Headteacher in carry out threshold assessments of other teachers for whom you have management responsibility
- co-ordinate and line manage the work of teaching assistants and other support staff and take such part as may be required of you in the review, development and management of activities related to the curriculum, organisation and pastoral functions of the school
- attend assemblies, register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions
- deploy resources delegated to you in accordance with school policies

Working with Colleagues and Other Relevant Professionals

- collaborate and work with colleagues and other relevant professionals within and beyond the school
- participate in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment

General Professional Duties

- carry out particular duties as may reasonably be assigned to you by the Headteacher/Deputy Headteacher commensurate with your role
- contribute to the overall life and work of the school
- consistently follow and promote school policies and protocols



Person Specification

Class Teacher



CRITERIA	ESSENTIAL	DESIRABLE	MEASURED BY
QUALIFICATIONS	<ul style="list-style-type: none"> – Qualified Teacher Status – Degree 	<ul style="list-style-type: none"> – Any other relevant teaching/coaching qualifications 	<ul style="list-style-type: none"> – Certificates
EXPERIENCE	<ul style="list-style-type: none"> – Successful experience of planning, assessing and monitoring the curriculum – Successful experience of teaching in relevant Key Stage / year group – Is a consistently good/outstanding teacher – Successful Subject Leadership experience/confident enough to lead a foundation subject 	<ul style="list-style-type: none"> – Experience of working in more than one school – Successful experience of subject leadership to improve teaching and learning 	<ul style="list-style-type: none"> – References – Letter – Interview
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> – Good knowledge and understanding of how to safeguard children – Good knowledge of the National Curriculum and the key objectives children need to master to be successful – Good understanding of the effective teaching of Literacy and Numeracy – Good understanding of successful collaborative approaches to learning – Good understanding of strategies to develop metacognition with pupils and critical thinking – Good understanding of what ensures children make the most progress they can and strategies to ensure this <ul style="list-style-type: none"> – up to date with current, relevant research – Knowledge of effective strategies to include and meet the needs of all pupils, including, EAL, SEND and <i>Current High Attainers</i> – Good knowledge of effective assessment strategies, including Assessment for Learning, to identify next steps for pupils and to inform planning – Able to ensure children own their learning and are fully aware of their strengths and next steps 	<ul style="list-style-type: none"> – Knowledge and understanding of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN, Child Protection – Good understanding of Learning2Learn approach to develop critical thinking & metacognition 	<ul style="list-style-type: none"> – Letter – Interview – References

SKILLS	<ul style="list-style-type: none"> – Able to build positive, caring relationships with all pupils and stakeholders and ensure credibility with all children in the classroom – Uses an effective range of strategies for feeding back to all children regularly about their learning, using a range of strategies, predominantly verbal, to maximise pupil progress – Ability to plan effective learning opportunities for all pupils, using regular formative assessment, setting clear learning intentions and enabling relevant, challenging differentiated/scaffolded tasks – Able to plan a real and relevant programme of learning that includes pupil voice and makes purposeful links across the curriculum, particularly applying Literacy and Numeracy skills – Able to adapt lessons live according to need of children to enable good progress – Ability to provide opportunities for deep learning and enable children to think critically – Creativity in establishing a happy, purposeful, challenging/scaffolded learning environment that enables all children to learn and fosters independence – Able to get children to take ownership and responsibility for their own learning to a high level (appropriate to age) 	<ul style="list-style-type: none"> – Able to develop effective working walls to support children's learning journeys – Able to use critical thinking tools effectively to deepen understanding – Good, confident ICT knowledge and skills, used to engage pupils with their own learning – Able to get QLA from tests and data analysis to effective use to raise standards 	<ul style="list-style-type: none"> – Letter – Interview – References
PERSONAL ATTRIBUTES & ADDITIONAL FACTORS	<ul style="list-style-type: none"> – A commitment to safeguarding children and promoting the welfare of children and young people – Develops positive and caring relationships with all children – A reflective practitioner who has high expectations of self/colleagues and children – Flexible/adaptable - has a readiness to take a whole school perspective and cope positively with change – has a 'can do' attitude – Passionate about educating children through a relevant curriculum – Able to maintain a sense of humour and manage stress – A willingness to learn from research and colleagues, a commitment to excellence, school improvement and to promote the aims, values and vision of the school 	<ul style="list-style-type: none"> – Able to think creatively to solve problems – Willing to take risks in the classroom – Willingness to be involved in extracurricular activities and school events 	<ul style="list-style-type: none"> – Letter – Interview – References

	<ul style="list-style-type: none"> - Good interpersonal and communication skills, utilised to engage parents with their children's learning - Positive in receiving feedback from subject/senior leaders about areas for improvement and acts upon this in a timely way - An effective and active team member - Manage own workload effectively and respond swiftly to tight deadlines - Dedicated, committed and willing to go the extra mile - Able to follow & promote school protocols and policies consistently and to good effect - Willing to assume other tasks commensurate with the role 		
--	---	--	--

