



8 September 2021

Dear Applicant

UPPER KEY STAGE 2 CLASS TEACHER AT TOWER ROAD ACADEMY

Thank you for your interest in the position that we have for an Upper Key Stage 2 Class Teacher (Main Pay Scale). This is a full-time post and the position is permanent. Ideally, the successful candidate will take up the post from 1 November 2021. If you are unable to take up the post by this date, we may still be very interested in hearing from you so please do get in touch.

Further on in this document you will find a copy of the person specification, job description and general information about our school. The application form is a separate document that you can find on our website. Return the completed application form to applications@towerroadacademy.co.uk by Friday 8 October 2021. Should you have any further questions, please contact me and I shall be happy to help.

Visits to our school are welcome and encouraged. If you would like to arrange a visit, please contact me by telephone on 01205 365922.

Interviews will take place on Wednesday 13 October 2021.

I very much look forward to hearing from you.

Yours faithfully

J McCullough

Mr J McCullough
Headteacher



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TOWER ROAD ACADEMY

part of Keystone Academy Trust

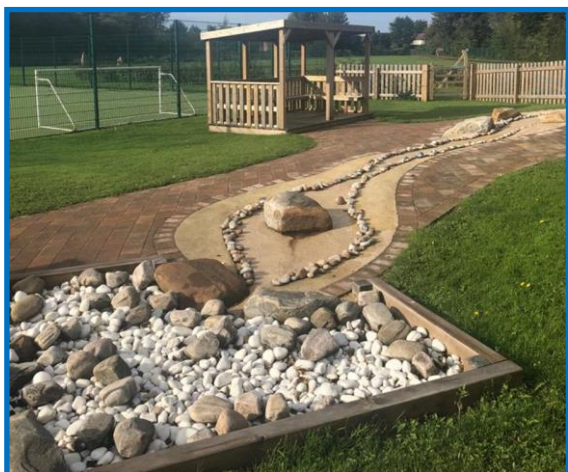
Tower Road Academy is a popular and successful three-form entry primary school that is located in the Lincolnshire town of Boston. Tower Road Academy is part of Keystone Academy Trust, a small and growing trust that operates across southern Lincolnshire. Keystone Academy Trust believes in celebrating the uniqueness and individuality of all of its schools whilst supporting them to grow and develop to provide the best education and support for their communities.

Governors are seeking to appoint a teacher to lead learning in one of our six Upper Key Stage 2 classes. The successful candidate will benefit from working alongside colleagues in the same year and will share PPA time. Specialist teachers and coaches in music and P.E. enhance the delivery of the curriculum.

The pupils, staff, parents and governors are proud of the school where children are happy, well behaved and enjoy learning. High-quality continuous professional development supports staff to develop their skills so that they provide the best quality of education that they can.



The school consists of twenty-one classrooms, a gymnasium and a sports hall, a dance studio, many communal work areas, a Tech-Zone, a leadership hub, cloakrooms, staff room and office accommodation. It has four large playgrounds and large, attractive grounds with a trim-trail, outdoor stages, willow tunnel, astro-turf (AKA The Cage) and a four-lane running track. There is a large and secure outdoor learning area for Early Years Foundation Stage children.



The last Ofsted inspection (February 2018) identified our school as 'good'. *'With a focus on high standards, pupils are at the heart of your decision making. You ensure that every pupil has the opportunity to do well academically and to flourish as an individual.'* The full report is available on the OFSTED website

www.ofsted.gov.uk

TOWER ROAD ACADEMY

Person Specification

Upper Key Stage 2 Class Teacher

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> ➤ Qualified to degree level ➤ Achieved Qualified Teacher Status ➤ Successful practice within a primary school setting ➤ Evidence of recent and relevant training and professional development 	<ul style="list-style-type: none"> ➤ Worked in different settings
Professional Knowledge and Experience	<ul style="list-style-type: none"> ➤ Demonstrable excellence in teaching ➤ Secure understanding of the delivery of the National Curriculum ➤ Working knowledge of assessment procedures ➤ Planning and delivering a differentiated curriculum ➤ Resourcing learning environments including practical apparatus 	<ul style="list-style-type: none"> ➤ Experience of delivering the <i>Read Write Inc</i> phonics scheme
Professional Skills and Attitudes and Personal Attributes	<ul style="list-style-type: none"> ➤ An energy for teaching and learning ➤ Commitment to equal opportunities and inclusion ➤ Commitment to developing links between home and school ➤ Commitment to own further professional development ➤ Ability to work as part of a team ➤ Effective communicator on many levels ➤ Ability to form positive and appropriate relationships with children, colleagues and parents ➤ Ability to use IT to enhance teaching and learning ➤ Flexible, creative and with a sense of humour 	<ul style="list-style-type: none"> ➤ Understanding of specific special educational needs ➤ Desire to lead a curriculum area
Other		<ul style="list-style-type: none"> ➤ Commitment to extra-curricular activities



JOB DESCRIPTION

DIRECTORATE:
Education

JOB TITLE:
Class Teacher (MPS 1-6)

GRADE: MPS 1-6

REPORTS TO:
Leadership Team

1. PURPOSE OF JOB:

- Undertake duties as required in the 'Teachers' Standards'
- Display commitment to the ethos and success of the school and Key Stone Academy Trust.
- Contribute to the school's process of self-evaluation and development.
- Be familiar with the school's systems, structures, policies and procedures.
- Actively support school activities where required, including attending educational trips, extra-curricular activities and parents' evenings, which may require some out-of-hours availability.

2. MAIN RESPONSIBILITIES, TASKS & DUTIES

i.	<ul style="list-style-type: none"> • Deliver learning in accordance with the curriculum, national guidelines and the school's strategy
ii.	<ul style="list-style-type: none"> • Teach a class of approximately 30 children
iii.	<ul style="list-style-type: none"> • Plan a varied, balanced and appropriate curriculum which supports the needs of all children and ensures all children reach their potential
iv.	<ul style="list-style-type: none"> • Adapt lessons and teaching to suit all pupils
v.	<ul style="list-style-type: none"> • Provide a supportive learning environment
vi.	<ul style="list-style-type: none"> • Differentiate resources and equipment so lessons can be accessed by all pupils.
vii.	<ul style="list-style-type: none"> • Reflect and self-evaluate to improve effectiveness of teaching and learning opportunities
viii.	<ul style="list-style-type: none"> • Carry out other duties that support pupils' learning while operating in accordance with the school's policies and procedures.
ix.	<ul style="list-style-type: none"> • Working as part of a team to evaluate and develop pupils' learning needs.
x.	<ul style="list-style-type: none"> • Enforce the school's Behaviour Policy through effective classroom management

	xi.	<ul style="list-style-type: none"> Encourage pupils to develop and use their creativity and initiative, gain increased independence, and undertake new responsibilities.
	xii.	<ul style="list-style-type: none"> Be familiar with the 'Special educational needs and disability code of practice: 0 to 25 years', and supporting pupils with SEND appropriately.
	xiii.	<ul style="list-style-type: none"> Understanding the school's safeguarding procedures and actively promoting pupils' wellbeing and safety. Use CPOMS to log, action and monitor children's wellbeing
	xiv.	<ul style="list-style-type: none"> Be committed to the school's target setting and monitoring systems for pupil progress.
	xv.	<ul style="list-style-type: none"> Systematically assess and record children's academic progress and other areas of their progress, and use the results to inform lesson planning decisions.
	xvi.	<ul style="list-style-type: none"> Monitor pupils' classwork and homework, providing feedback and setting informed targets.
	xvii.	<ul style="list-style-type: none"> Deliver relevant national assessments in line with the relevant frameworks.
	xviii.	<ul style="list-style-type: none"> Keep up-to-date with, and remaining knowledgeable about, the requirements of the curriculum and national guidelines.
	xiv.	<ul style="list-style-type: none"> Undertake relevant CPD.
	xv.	<ul style="list-style-type: none"> Liaise with curriculum leaders to ensure teaching is delivered in line with school expectations and goals.
	xvi.	<ul style="list-style-type: none"> Work with the SENCO to ensure pupils with SEND are appropriately supported. Work with the DSL and their deputies to ensure safeguarding is promoted. Working with the designated teacher for LAC to support LAC and previously LAC.
3.	MANAGEMENT OF PEOPLE Responsible for the management of Teaching Assistants assigned to the class to ensure that job roles are executed effectively to support learning and teaching	
4.	CREATIVITY AND INNOVATION Required to use initiative in the moment to adapt plans/activities to engage children and respond to their needs. Required to be creative when assisting with planning and delivery of activities.	
5.	CONTACTS AND RELATIONSHIPS Direct contact with children and their parents/carers, other employees at the school. Liaise with other professionals under the supervision of the teacher.	
6.	DECISIONS	

	<p>a) Discretion</p> <p>The post holder must act in accordance with school and Trust policies and procedures and relevant legislation, particularly in relation to special educational needs, child protection and behaviour management.</p>
	<p>b) Consequences</p> <p>Any errors should be easily identified and rectified</p>
7.	<p>RESOURCES</p> <p>Ensuring additional resources are available and appropriate.</p> <p>Adapting resources, if required, during a lesson.</p> <p>Personal possessions of self and others.</p>
8.	<p>WORK ENVIRONMENT</p>
	<p>a) Work Demands</p> <p>Subjected to conflicting priorities and need to be able to prioritise tasks appropriately</p>
	<p>b) Physical Demands</p> <p>Subjected to considerable physical demands due to height of furniture, possible need to participate in PE/sensory circuits or the need to use positive handling techniques (training will be provided if required).</p>
	<p>c) Working Conditions</p> <p>School based – there may be a requirement to undertake duties of a personal nature.</p>
	<p>d) Work Context</p> <p>Potential risk to well being through hygiene duties and possible verbal/physical aggression from pupils.</p>
9.	<p>KNOWLEDGE AND SKILLS</p> <p>Formal qualifications are not essential for this role. However, the post holder should have the ability to communicate effectively with children and adults, be able to empathise with children and work as part of a team. Relevant qualifications desirable.</p> <p>Essential for the post holder to have GCSE (Grade A to C) or equivalent in Maths, English or equivalent level of competency.</p>
10.	<p>GENERAL</p>

Other Duties - The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder.

Equal Opportunities - The postholder is required to carry out the duties in accordance with School Equal Opportunities policies.

Health and Safety - The postholder is required to carry out the duties in accordance with the School Health and Safety policies and procedures.

	Name:	Signature:	Date:
Job Description written by: [Manager]
Job Description agreed by: [Postholder]