

A young boy with dark skin and short hair, wearing a dark blue school uniform with a white collar, is sitting at a desk and writing in a notebook. He is holding a yellow pencil. In the background, there is a blue bulletin board with colorful letters and a red chair. The text 'FILTON AVENUE PRIMARY SCHOOL' is overlaid in a blue box at the top right.

FILTON AVENUE

PRIMARY SCHOOL

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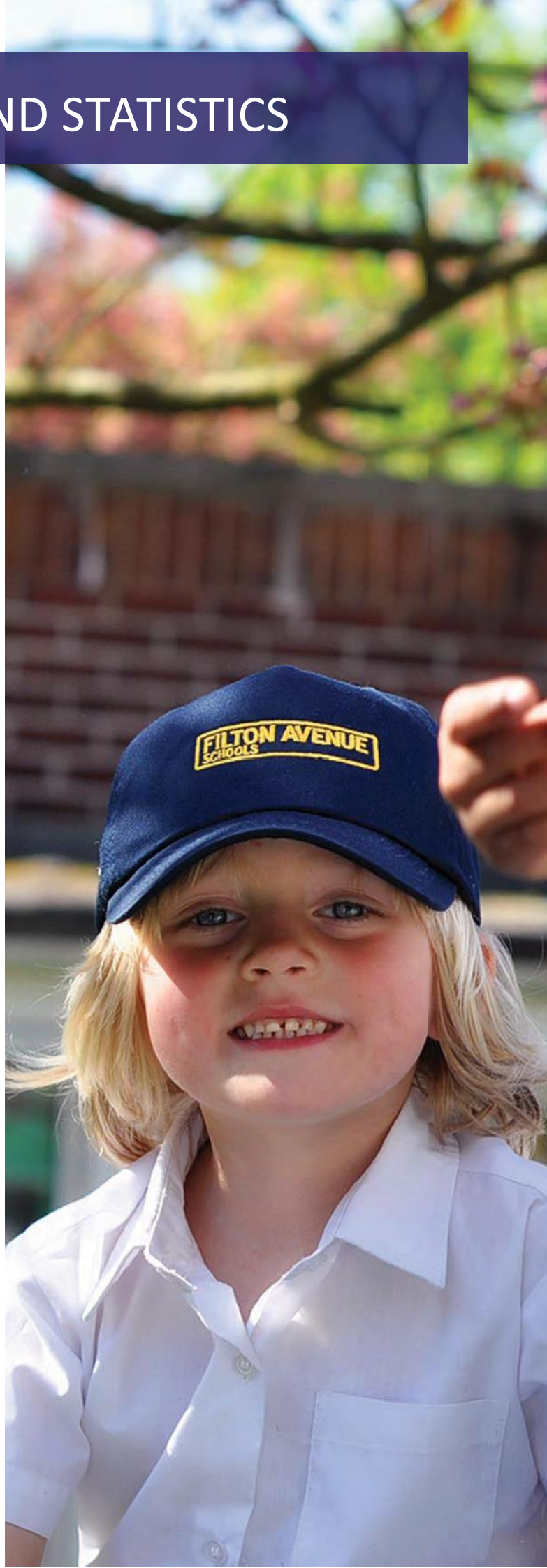
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FILTON AVENUE PRIMARY SCHOOL LOCKLEAZE ROAD BRISTOL BS7 9RP

KEY SCHOOL FACTS AND STATISTICS



Type of school	Academy
Age Range	4 to 11 years at Lockleaze Road and Orchard Campus
Location	Lockleaze Road, Bristol and Orchard Campus, Filton Road, Bristol
Number of Children	520 on Lockleaze Road site + 141 at Orchard Campus
Average Class size	30
Attendance	96%
Date school established	1930's for main site 2012 for Orchard Campus
Number of teaching staff	46
% of newly qualified teachers	4%
% of children free school meals	35%
% of children with SEN	19%
% of children with English as an additional language	36.5%



PROVEN TRACK RECORD



Thank you for your interest in the role of Class Teacher at Filton Avenue Primary School. Filton Avenue Primary School shares a campus with Filton Avenue Nursery and Children's Centre although they remain separate schools.

The former Infant and Junior schools merged to become Filton Avenue Primary School in September 2015. The infant school moved to academy status in 2012 within a trust (Trust in Learning Academies (TiLA)) with two other schools including Orchard School Bristol.

As part of the expansion of primary places to meet the increased demand in Bristol we also operate on a second site at Orchard School Bristol on Filton Road. The construction work finished in the summer of 2013 to convert an unused wing of Orchard School Bristol into a one form entry primary provision. We refer to this site as Orchard Campus. September 2018 saw the admission of the seventh class on this site. The site is managed on a day to day basis by the Head of School Orchard Campus.

The pupils are drawn from a diverse range of back grounds in the Horfield / Lockleaze area some coming from further away. The school aims to offer a rich, broad and balanced curriculum.

We have very committed staff teams across School. We have non-class based SENCo/INCo and we run a range of therapeutic services such as Thrive, as well as having a highly trained teaching assistant team who are able to deliver a wide range of interventions.

The Executive Headteacher is a Local Leader of Education and both Head of School are Specialist Leaders of Education as are a number of other staff.



ROAD TO SUCCESS

CLASS TEACHER YEAR 5 MATERNITY LEAVE COVER

JOB PROFILE

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

The details set out below describe the main duties and responsibilities relating to the post. However a Document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent carrying them out, and no part of it can be so constructed. In allocating time to the performance of duties and responsibilities the post holder must use Directed Time and have regard to teachers' conditions of employment.

Principle Responsibilities

1. Teach children within the primary age range as directed by the Headteacher, keeping up to date with developments relating to the primary curriculum.
2. Plan lessons following agreed schemes of work to meet pupil's individual learning needs.
3. Use a range of appropriate teaching strategies to secure effective classroom management.
4. Make use of information about prior attainment to set challenging but realistic expectations and learning targets for pupils.
5. Assess and monitor pupils' progress and give clear and constructive feedback.
6. To carry out recording and monitoring of pupil achievement and the maintenance of records as required.
7. Maintain a stimulating learning environment and supportive educational ethos including use of teaching materials and resources.
8. Make an active contribution and follow policies and strategies for school improvement.
9. Take responsibility for continuing professional development and use the outcomes to improve teaching and learning.
10. To ensure the needs of children with Special Educational Needs are met and that all the required documentation is in place and followed.
11. To maintain good behaviour.
12. Supervise the work of support staff as required.
13. To work with the school policies and make contribution towards them.
14. Take responsibility for safeguarding and promoting the welfare of children.
15. Ensure the pupils make appropriate progress relative to prior attainment.

PERSON SPECIFICATION

The Local Governing Body are seeking to appoint an outstanding, highly motivated and visionary Class Teacher for year 5 on a fixed term basis (maternity leave cover). The post will be based at Orchard Campus Site and is fulltime.

Key: A = Application form, I = Interview, R = Reference

QUALIFICATIONS	Source of Evidence	Essential	Desirable
To have Qualified Teacher Status	A	●	
Additional professional qualifications and/or training in Primary and Early Years education.	A		●
EXPERIENCE & SKILLS	Source of Evidence	Essential	Desirable
Experience of teaching Primary aged children within EYFS/KS1	A, I, R		●
Experience of teaching Primary aged children within KS2	A, I, R	●	
Experience of high standards in teaching and outcomes for pupils	A, I, R	●	
Detailed knowledge and understanding of the Primary curriculum	A, I, R	●	
High expectations of children and a strong understanding of how children learn and deliver	A, I	●	
Ability to present succinctly a professionally sound philosophy of education	A, I	●	
Experience of working with SEN children, including those with challenging behaviours	A, I		●
Ability to demonstrate how you would co-ordinate a specific curriculum area throughout the school	A, I, A,		●
Evidence of wider contribution to the school	I, R		●
Creative ideas in relation to Teaching and Learning	A, I, R		●





PERSON SPECIFICATION CONT.

CURRICULUM	Source of Evidence	Essential	Desirable
Evidence of either good or outstanding teaching and progress	A, I	●	
Sound knowledge of National Curriculum issues and a commitment to developing literacy and numeracy both in discrete lessons and across the curriculum	A, I	●	
Understanding of the value and importance of assessment and monitoring within the classroom	A, I	●	
Appreciation of the value of thorough planning linked to assessment	A, I	●	
Ability to plan and work collaboratively	A, I	●	
Ability to offer each child a stimulating, engaging and appropriate education, based on their individual needs	A, I	●	
Enthusiasm to create an exciting classroom environment	A, I	●	
Ability to use ICT as an integral part of the curriculum and be open to the use of new technologies	A, I	●	
Understanding of teacher's safeguarding responsibilities	A, I, R	●	
Innovative ideas and ability to contribute to extra-curricular activities	A, I		●
Developing pupil voice	A, I		●

PERSON SPECIFICATION CONT.



PERSONAL SKILLS / ATTRIBUTES	Source of Evidence	Essential	Desirable
Ability to promote a calm and caring environment within which children's achievements are valued and built	A, I	●	
Have high expectations of children's attitude, behaviour and work and of yourself as a teacher	A, I	●	
Ability to work positively with all staff, governors and stakeholders	A, I	●	
Self-confidence and resilience	A, I	●	
Sense of humor, lively and engaging	A, I	●	
Responsive to advice	A, I	●	
Approachable and sensitive to the needs of others	A, I	●	
Enthusiastic, self-motivated, flexible team worker	A, I	●	

PARENTS	Source of Evidence	Essential	Desirable
Ability to develop positive relationships with parents.	A, I, R	●	
Understanding of the importance of working in partnership with parents and outside agencies.	A, I		●

REFERENCES	Source of Evidence	Essential	Desirable
Should be fully supportive, covering the candidate's personal and professional qualities including their suitability to work with children.	R	●	