

## Moldgreen Community Primary School

### Temporary Maternity Cover

The following are the main attributes the Governing Body would like to see offered by candidates. It is not an exhaustive 'tick list' but is provided as guidance. Please address all criteria in your letter of application - this can be bullet pointed and you may use sub headings. Please do not use a font size less than 11.

Job Requirement	Essential	How identified	Desirable	How identified
<b>Qualifications</b>	Qualified Teacher Status	A		
	Evidence of commitment to further professional development	A		
<b>Experience</b>	Experience of teaching in EYFS and KS1	A/I/R	Experience of working with children with a range of additional needs.	A/I
	Ability to manage time effectively.	A/I/R		
	Ability to work and relate to children from diverse range of backgrounds	A/I/R		
	Experience of teaching phonics	A/I/R		
<b>Knowledge and Understanding</b>	Thorough understanding of how children learn.	A/I/R	Knowledge of current assessment procedures	A/I
	Clear vision for best practice in the primary years and the ability to articulate this.	A/I	Knowledge of current educational climate	A/I
	Knowledge and understanding of end of year expectations.	A/I		
<b>Skills</b>	Proven ability to plan, teach and deliver lessons which are consistently good or better	A/R	Ability to identify and solve problems creatively.	A/I/R
	Effective communicator	A/I/R		
	A good listener	I/R		
	Exhibits a positive attitude and approach at all times.	A/I/R		
	Can encourage and further develop positive partnerships with parents, governors and school.	A/I/R		

Job Requirement	Essential	How identified	Desirable	How identified
Skills continued	Is flexible and can adapt to meet the differing needs of a large school	A/I/R		
	Has a positive, can do attitude.			
	Ability to demonstrate a range of strategies to support positive learning behaviour	A/I/R		
Personal Qualities	Well organised.	A/I	Varied interests outside school and education.	A/I
	Professional, innovative and tactful.	I/R	Willingness to take on extra-curricular activities.	A/I
	A reflective practitioner	R		
	Able to work under pressure and meet deadlines.	I/R		
	Is infectiously enthusiastic and has the strength of character to become a motivational force in school.	I/R		
	Has a sense of humour.	A/I		
	Ability to manage an appropriate work/life balance.	A/I		
	Passionate about making a difference to our children.	A/I		
	Desire to further own learning and to improve skills and knowledge of others.	A/I		
	Is approachable.	I		
	Has an awareness of the needs of others.	A/I/R		
	Fully supportive references	R		

A - Application

R - References

I - Interview

Please ensure that all criteria are addressed. Shortlisting is dependent on candidates addressing all the criteria deemed essential.

*We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. All staff will be subject to an enhanced Disclosure & Barring Check via the DBS. A conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.*

## **Moldgreen Community Primary School**

**Post Title:** Class Teacher for Maternity Cover

**Salary Scale:** Main Scale

**Responsible to:** Phase Leader/Headteacher

To have qualified teacher status and be responsible for carrying out the professional duties set out in the most recent Teachers' Pay and Conditions Document, as directed by the Headteacher, within the context of the job description set out below. It is appreciated that the nature of any post may change over time. When such changes occur the post holder should discuss them with the Headteacher and relevant amendments made.

### **Purpose of Post**

1. To undertake class teaching duties for a class of pupils including any with special needs; providing them with an effective education in line with National Curriculum guidance.
2. Ensure that each pupil within the class achieves his or her full potential.
3. To plan, deliver, monitor and evaluate programmes of education for all children in the class.
4. To promote the school's visions, values and aims; its culture and ethos.
5. To demonstrate a commitment to positive behaviour management throughout the school.
6. To maintain in all teaching groups a standard of conduct and discipline to promote the successful delivery of the teaching programme.
7. To attend to the administration for and accept responsibility for the pastoral needs of pupils and to liaise with the Headteacher and other colleagues as appropriate on particular pastoral problems.
8. To share with other teachers the day to day or emergency arrangements for the supervision of pupils and the maintenance of good order and the school's timetable.
9. To contribute to school improvement.
10. To play a part in developing school policies and practice and to uphold all agreed policies.
11. To take part in school events and extra curricular activities.

### **Responsibilities and Duties**

#### **Teaching and Managing Learning**

- Ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

## **Planning and Setting Expectations / Pupil Achievement**

- Identify clear teaching objectives, learning outcomes, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment and shared with pupils.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support.
- Use Development Matters and the Early Learning Goals to plan and assess.

## **Assessment and Evaluation**

- Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
- Use Tapestry effectively to highlight progress and identify areas for development.
- Understand the demands expected of pupils in relation to the National Curriculum and Development Matters.

## **Relationship with Parents and the Wider Community**

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.
- Uphold the good name of the school at all times.
- Develop effective relationships with parents/carers in order to support children.

## **Manage Own Performance and Development**

- Take responsibility for own professional development and keep up to date with research and developments in pedagogy and in the Primary Curriculum.
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate own teaching and use this effectively to improve subsequent lessons.
- Participate in arrangements for their further training and professional development which aim to meet needs identified through the appraisal and school improvement processes.

## **Managing and Developing Staff and Other Adults**

- Establish effective working relationships with professional colleagues including ETAs and workplace students.
- Provide planning and direction to adults working in your class in order to maximise progress of all children.

## **Managing Resources**

- Select and make good use of learning resources including ICT which enable teaching and learning objectives to be met.
- To create and maintain stimulating, challenging environments within both indoor and outdoor areas and in public areas that encourage learning.
- To organise classroom resources to motivate children towards independence and self-reliance.

## **School Improvement**

- To contribute to the School Improvement Plan and whole school development.

## **Safeguarding**

As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:

<http://www.kirklees.gov.uk/employment/safeguarding.shtml>