

**PERSONNEL SPECIFICATION**

**Linthwaite Ardron C.E. (VA) Junior and Infant School**

**Post Title:** Full-time Year Three class teacher (7th September to 23<sup>rd</sup> October 2020)

<i>Attributes</i>	<i>Essential</i>	<i>Rank</i>	<i>How Identified?</i>
<b>Relevant Experience</b>	<ul style="list-style-type: none"><li>• Effective class teaching experience within KS2 or Year 2</li><li>• Experience of securing good or outstanding progress in all areas of the curriculum</li><li>• Experience of teaching all subjects within a cohesive, topic based approach</li><li>• Experience of working with disadvantaged and vulnerable children and those with special educational needs</li><li>• Ability to use formative assessment as the starting point for teaching next steps in learning</li><li>• The ability to organise an imaginative and stimulating classroom environment</li></ul>	A A A A A A	Application Form Interview References
<b>Education &amp; Training</b>	<ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• KS2 or Year 2 experience or training</li><li>• Willingness to further own professional development</li><li>• Safeguarding training</li></ul>	A A A A	Application Form Interview References
<b>Special Knowledge &amp; Skills</b>	<ul style="list-style-type: none"><li>• Knowledge of National Curriculum Assessment strategies</li><li>• Experience of engaging and working with parents</li><li>• To be able to articulate a clear philosophy of Primary Education</li><li>• Able to use ICT to enhance learning</li></ul>	A A A A	Application Form Interview References
<b>Any Additional Factors</b>	<ul style="list-style-type: none"><li>• Commitment to supporting the values and ethos of a Church of England school</li><li>• Ability to work as part of a team</li><li>• Enthusiasm and flexibility</li><li>• Passion for education</li><li>• Willingness to co-ordinate a subject, please state curriculum strengths</li><li>• Willingness to undertake an enhanced Disclosure and Barring Service check</li></ul> <p><b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b></p>	A A A A A	Application Form Interview References

## **ROLE EXPECTATIONS**

**Job Title:** Year Three class teacher

**Salary:** MPS

**Fixed term** from 07/09/20 to 23/10/20

**Accountable to:** Headteacher

## **Main Duties**

### **Set high expectations which inspire, motivate and challenge pupils by:**

- Establishing a safe and stimulating environment for pupils, rooted in mutual respect
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Leading by example and consistently demonstrating the positive attitudes, values and behaviours expected of all pupils, in line with the ethos and Christian values of the school

### **Promote good progress and outcomes for pupils by:**

- Being accountable for pupils' attainment, progress and outcomes
- Planning teaching to build on pupils' capabilities and prior knowledge
- Guiding pupils to reflect on the progress they have made and their emerging needs
- Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching
- Encouraging pupils to be active learners and take a responsible and conscientious attitude to their own work and study

### **Demonstrate good subject and curriculum knowledge by:**

- Having a secure knowledge of all curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misconceptions
- Demonstrating a critical understanding of developments in curriculum areas, and promoting the value of learning and scholarship
- Demonstrating an understanding of, and taking responsibility for, promoting high standards of literacy, oracy and the correct use of Standard English, regardless of the teacher's specialist subject
- Demonstrating a clear understanding of the teaching of reading and writing
- Demonstrating a clear understanding of the teaching of mathematics and end of year expectations

### **Plan and teach well-structured lessons by:**

- Imparting knowledge and developing skills and understanding through effective use of lesson time
- Promoting a love of learning and fostering children's intellectual curiosity
- Setting and assessing homework, where appropriate
- Reflecting systematically on the effectiveness of lessons and approaches to teaching
- Contributing to the review, design and provision of an engaging curriculum

### **Adapt teaching to respond to the strengths and needs of all pupils by:**

- Knowing when, and how, to differentiate appropriately, using approaches that enable pupils to be taught effectively
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrating an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Making effective use of resources, including the deployment of other adults, to impact positively on pupil learning and progress
- Having a clear understanding of the needs of all pupils, including: those with special educational needs; those of higher ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them on their learning journey

**Make accurate and productive use of assessment by:**

- Undertaking formative, summative and statutory assessments in line with the school's policy and assessment calendar
- Making use of formative and summative assessment to plan for and secure pupils' progress
- Using data to monitor progress, set targets, and plan subsequent lessons
- Giving pupils regular and timely feedback, both verbally and through deeper marking, where appropriate
- Preparing and presenting written and verbal reports for parents and carers, senior leaders and subject leaders

**Manage behaviour and resources effectively to ensure a good and safe learning environment by:**

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting and modelling good and courteous behaviour; in classrooms, around school and when learning in an environment off-site, in line with school's behaviour policy
- Having high expectations of behaviour adopting a wide range of strategies (including praise, sanctions and rewards) consistently and fairly, all the while taking into account the needs of individual pupils as well as the collective class
- Managing classes effectively, using approaches which appropriate to pupils' needs in order to involve and motivate them
- Building and maintaining good relationships with pupils
- Ensuring the learning environment is kept well-ordered and presented, tidy and free from hazards

**Fulfil wider professional responsibilities by:**

- Making a positive contribution to the wider life and ethos of the school
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploying support staff and other adults in a support role effectively
- Liaising with external agencies with regard to pupil progress, safety and welfare
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers
- Communicating effectively with parents with regard to pupils' achievements and wellbeing

**General:**

- Be expected to undertake such additional duties as may reasonably be requested by the Headteacher or their representative
- Respect the confidentiality of staff, pupils, families and visitors and not breach this trust, demonstrating consistently high standards of personal and professional conduct at all times
- Comply with the requirements of all policies, procedures and handbooks of the school
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities
- Comply with and support all requirements related to equal opportunities and safeguarding children
- Promote and actively support the school's responsibilities towards Safeguarding
- Carry out duties with due regard to current and future school policies, procedures and relevant legislation

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder, be subject to modification and amendment in accordance with the needs of the school.