Brady Primary School





**Class Teacher Application Pack**



May 2024

Dear Applicant,

Thank you for your interest in our school. Brady Primary school and Nursery is a vibrant, busy school with strong partnerships between staff, pupils and parents. Whilst we have a long list of expectations- most importantly, we are looking for an individual who has drive, ambition and is ready and able to learn ‘on the job’- if this is you then Brady is the ideal place for you to take the next step in your career.

In April 2022, the school underwent a two-day Ofsted inspection that resulted in the school being accredited with ‘Good’ in all areas and ‘Outstanding’ in personal development and behaviour and attitudes. We achieve this through having very high expectations of our pupils, and as a result they are proud of their successes and always striving to improve. Our daily life in school is underpinned by our core values of, Dedication, Inspiration, Respect and Achievement which were decided on by staff, governors and pupils.

Our curriculum is engaging and enjoyable to teach, with many opportunities for children to have real experiences both in and outside the classroom. Links with other schools’ and organisations are being strengthened all the time with a view to improving the chances we can give to the children.

Our percentage of pupils eligible for funding from the Pupil Premium Grant is growing each year and we have many other children living in difficult circumstances too. We have established our school as a haven where pupils can feel safe, respected, valued and successful; nurturing and supporting our pupils is a paramount aspect of our work- ‘levelling the playing field’ so that all children, no matter the challenges they face, have the chance of a bright future.

We also take the responsibility of fostering the wellbeing of our pupils and staff very seriously and are continually striving to improve this with the support of the whole staff team.

This is just a ‘snap-shot’ of our school. If you are keen to find out more please contact us to arrange a visit or a telephone conversation. These can be arranged by telephoning the school office on 01708 555025 between 8:30- 4:00 pm.

We look forward to hearing from you,

Michael Nunn

Headteacher Brady Primary School

**Brady Primary School**

**Class Teacher Job Description**

***‘Dedication, Inspiration, Respect and Achievement’***

Job Title: Class Teacher

Accountable to: Headteacher

**Main Duties**

* To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of statuary and recommended national and school policies.
* To maintain assessment records and to report on pupils’ progress to senior staff and to parents and carers, in accordance with national and school policy.
* To manage additional adults who are deployed to work with the class and/or specific children with identified needs.

**Principal Accountabilities**

* To take responsibility for the welfare and safety of all staff and children in the class and around the school.
* To plan, differentiate and mark children’s work in accordance with national. LA and school curriculum policies.
* In collaboration with subject and phase leaders, to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
* To ensure a close match between the learning experience offered and the individual needs of the children in the class exists, so that each child has the opportunity to achieve his/her full capability.
* To ensure that all children, in all contextual groups, make at least good academic progress and outstanding progress wherever possible.
* To make appropriate educational provision for children with Special Educational Needs and Disabilities (SEND) and those learning English as an Additional Language (EAL), with support, where needed, from the SENDCO and inclusion team.
* To provide children with opportunities to manage their own learning (e.g. Assessment for Learning) and become independent learners.
* To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation and discipline.
* To foster each child’s self-image and esteem and establish relationships which are based on mutual respect.
* To maintain a high standard of display both in the classroom and in other areas of the school.
* To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
* To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
* To assess children’s progress, maintain records and provide written reports to parents and carers in accordance with school and national policies.
* To communicate and consult with parents and carers and with outside agencies, as necessary, about children’s progress and attainment.
* To ensure that school aims and objectives, in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
* To liaise with school based, LA and other external bodies and support staff as required.
* To take responsibility for the management of other adults as described in the purpose of this post.
* To be proactive in undertaking continuous professional development (CPD) through self-directed reading, courses and in-service training.
* To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
* As appropriate, to take responsibility for a curriculum subject area, as agreed with the Head Teacher, as detailed below:

1. Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum, recommend schemes of work and any other new initiatives from the Department for Education.
2. In conjunction with the Head Teacher or other senior staff, be responsible for the implementation and management of the school’s policy for the agreed subject area.
3. Review the policy and adapt it as appropriate.
4. Develop an innovative and balanced scheme of work that caters appropriately for the age group, in collaboration with senior leaders strategically responsible for Teaching and Learning. To monitor standards in the subject area, in partnership with senior leaders strategically responsible for Teaching and Learning.
5. Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Head Teacher.
6. To promote the safeguarding of children.

# Person Specification: Class Teacher

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|  | QUALIFICATIONS | E = Essential  D = Desirable |
| 1. | Educated to degree level with registered Qualified Teacher Status (QTS) and evidence of continuous professional development (CPD). | E |
|  | EXPERIENCE |  |
| 2. | A proven track record of teaching that has been graded as at least good. | E |
| 3. | Evidence of having an outstanding impact on children’s learning. | D |
| 4. | Experience of leading a curriculum subject. | D |
|  | KNOWLEDGE AND UNDERSTANDING |  |
| 7. | Effective teaching and learning styles. | E |
| 8. | Effective behaviour and management techniques. | E |
| 9. | The theory and practice of providing effectively for the individual needs of all children, particularly those with a Special Need and/or Disability (SEND) or those learning English as an Additional Language (EAL). | E |
| 10. | Statutory National Curriculum requirements at the appropriate key stages. | E |
| 11. | The monitoring, assessment, recording and reporting of pupils’ progress. | E |
| 12. | The statutory requirements off all legislation concerning Equal Opportunities, Health and Safety, SEND and Child Protection. | E |
| 13. | End of Key Stage Statutory Assessments (SATs). | D |
|  | SKILLS |  |
| 14. | To develop good personal relationships within a team. | E |
| 15. | Ability to form and maintain appropriate relationships and personal boundaries with children and young people. | E |
| 16. | Establish and develop close relationships with parents, governors and the community. | E |
| 17. | Communicate effectively (both orally and in writing) to a variety of audiences. | E |
| 18. | Lead curriculum area or phase team within the primary school. | E |