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**Whittingham C of E Early Years Class Teacher Job Share Fixed Term Post (0.4 FTE – 0.6 FTE).**

**To start Monday November 1st 2021 (or as soon as possible thereafter).**

**Fixed Term until end of Summer Term 2022 with the possibility of this being extended.**

**Person Specification**

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|  | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS** | * Have qualified teacher status. * An enhanced DBS check (completed on appointment). * Proven suitability to work with children and young people (through the interview selection process and references). | * Paediatric First Aid. * Thrive Approach Trainer Practitioner or similar training which recognises the importance of good physical and emotional health and well- being for all. * Trained in RWI. |
| **KNOWLEDGE & UNDERSTANDING** | * To have a good understanding of the characteristics of effective learning within Key Stage 2 age range. * Have a detailed knowledge of the relevant aspects of the Key Stage 2 curriculum and other statutory requirements and initiatives. * Experience of being a class teacher in Year 3 or Year 4. * Have the willingness and enthusiasm needed to lead and manage a curriculum subject whilst inspiring others. * An interest in developing a curriculum area across the school. * To be able to contribute positively to the School Development Plan and School Self Evaluation. * Experience of celebrating and championing equality and diversity across the curriculum. | * Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to your work. * Experience of planning and implementing a creative, exciting, and challenging curriculum. * Experience of teaching in mixed ability classes. * Extensive experience of teaching in a mixed Year 3 and 4 class. * Passion and a desire to develop and lead a subject such as geography, history, computing, RE/PSHE or MFL. * Awareness and understanding of the Active Learn approach and how it benefits children’s mathematical thinking. * Awareness and understanding of the impact of effective teaching of phonics using the RWI programme and how this can be developed as necessary in KS2. * Has had experience in using an online communication with parents and is adept at providing Remote and/or Blended Learning |
| **PLANNING EXPECTATIONS** | * Be able to identify clear learning intentions, content, lesson structures and sequences according to the National Curriculum, school planning structures and the pupils being taught. * Be able to set clear targets for pupils’ learning, building on prior attainment and working towards challenging individual targets. * Have had experience of working with children with a range of special educational needs and to be able to provide positive and targeted support which enables all learners to be the best they can be. | * Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils’ learning needs. * Demonstrate consistent and effective use of information about prior attainment to make clear expectations for all pupils. * Be able to write and implement Pupil Case Studies, Pupil Passports and SEND Support Plans as well as any other paperwork as required to promote individual pupil achievement. * To be able to follow plans given by outside agencies and oversee 1-1 work. |
| **TEACHING & MANAGING PUPIL LEARNING** | * Have a proven track record of very good teaching. * Be able to ensure effective teaching of the whole class, groups and individuals so that teaching objectives are met. * To be able to engage children and move their learning forward by following the children’s interests. * Set high expectations for pupil behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. * Use inclusive teaching methods which keep pupils engaged and inspired. | * Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management. * Experience of and willingness to lead extra-curricular activities * Have a proven track record of outstanding teaching. * To have had experience of developing a positive behaviour management policy which has impacted greatly on the whole school ethos. |
| **ASSESSMENT & EVALUATION** | * Be able to assess how well learning objectives have been achieved and use this assessment to inform future teaching. * Use school-based assessment and tracking systems to monitor progress and plan targeted next steps in learning. * Mark and monitor pupils’ learning, providing constructive oral and written feedback and identify next steps in line with the schools marking policy. | * To have had experience of developing an effective marking policy. |

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| **PUPIL ACHIEVEMENT** | * Be able to analyse pupil progress and attainment data and use this to effectively plan provision to secure progress towards individual pupil targets. * To ensure that standards remain high. | To support and develop colleague’s assessment procedures and help them to plan their next steps for your area of subject leadership. |
| **RELATIONS WITH PARENTS & WIDER COMMUNITY** | * Prepare and present informative reports to parents. * Understand the need to liaise with outside agencies responsible for pupil welfare. * Communicate effectively with parents and carers. * To take part in home visits. * To be an active part in the wider community and to support the ethos of the school. * To be aware of the impact of mental health and well-being on children and staff and to be able to use strategies to support this. | * To be able to organise and lead parent participation events and assemblies when the current situation allows for these to resume. * To be an active member of the PTA. |
| **MANAGING OWN PERFORMANCE & PROFESSIONAL DEVELOPMENT** | * Demonstrate a commitment to being a positive member of an exciting, forward- thinking Primary School. * Understand the need to take responsibility for their own professional development and keep up to date with research and developments in pedagogy and in the subjects taught. * Have an understanding of your professional responsibilities in relation to school policies and practices. * Set a good example to the children you teach in terms of your presentation and personal conduct. * Be able to evaluate your own teaching critically and use this to improve effectiveness. | * To be experienced at working with Teaching Assistants to ensure they feel valued and to support them in their professional development where appropriate. * To be keen to access further CPD. |
| **MANAGING & DEVELOPING STAFF & OTHER ADULTS** | * To be able to work effectively in a class team and to ensure that a consistent approach is maintained so that the highest possible outcomes for pupils can be achieved. * Be able to form extremely positive relationships with staff, governors and parents. * Make effective use of support staff and volunteers in the classroom. * Be able to establish good relationships and encourage good working practices. * To work effectively with outside professionals that are brought into school to enhance children’s learning. |  |
| **MANAGING RESOURCES** | * Ability to create a caring, challenging and effective learning environment both indoors and outdoors for all pupils. * Select and make good use of books, IT and other learning resources which enable teaching objectives to be met. |  |