



“Empowering Everyone to Achieve”



Candidate Information Pack 2022

Class Teacher with TLR

“Empowering Everyone to Achieve”

Dear Applicant,

Cramlington Village Primary School is seeking to employ an experienced class teacher who is ready to take on a step towards more responsibility as a middle leader. Moving into our tenth year since opening, our highly diverse pupil profile provides an interesting and exciting opportunity to further strengthen your teaching expertise alongside dedicated release time to be able to fulfill additional leadership responsibilities.

What we are looking for

We want to offer a full time, permanent post from 1st September 2022 to the right candidate who is keen to develop their teaching expertise in a supportive, fast-paced primary environment where no two days are ever the same. You may have an avid interest in exploring different methods of teaching and learning, bringing innovative practices into the classroom or you may be equally passionate about implementing our CVPS approaches to teaching and learning. You will have a strong track record of fulfilling the National Teaching Standards at a strong level, with capacity to achieve the best standards possible in your practice. We are looking for problem solvers, who can creatively deliver an interactive experiential learning experience, developing and sustaining strong relationships with their children and who show a can-do attitude to tackle challenges. Our aim is that the successful candidate will take aspects of subject coordination for a core subject, or mentoring of ECTs that will support them to be paid with an additional TLR.

What we can offer

As a school team we can offer you a happy, aspirational working environment with well managed funding that supports positive educational outcomes for our children. Our recent staff survey states that 100% of our staff team are happy or somewhat happy to come to work everyday. This is backed up by excellent staff attendance throughout the school and a strong wellbeing programme underpinned by clear, honest, open conversations about workload, performance and a clear celebration of individual and whole school successes.

We have a well resourced school, with strong systems and the opportunity to influence those systems as we constantly tweak and refine what we have to make it the best it can be. The school is committed first and foremost to our children and this thread runs through it. Our children are enthusiastic, caring and they love learning. We have been told by external professionals that our children 'melted their hearts' on more than one occasion. We self graded 'behaviour' as outstanding recently as part of our self evaluation using Ofsted criteria.

We are passionate about mutually respectful relationships between everyone in our school. We offer a strong emphasis on teaching basic literacy and numeracy skills in an authentically accessible way, that is interactive and fun. The support staff team is an experienced, happy team who work well together and who have a passion for our school to offer the best it can for the children. This passion is mirrored by all CVPS staff - as we truly all subscribe to "empower everyone to achieve". We have a sound, innovative staff CPD programme which has been highly influenced by the Ambition Institute at both entry level teaching and leadership training.

There is flexibility in school to offer this post in any age group other than nursery as our existing team is flexible and highly skilled - the most important element is to have like-minded people join the team.

Cramlington Village Primary delivers a strong focus on developing emotional well being and a holistic way of addressing our varied pupil needs.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, part of which requires clearance through the Disclosure and Barring Service (DBS). You can find out more about our school and its distinctive ethos on our website: villageprimary.org

I look forward to receiving your application.

Debbie Wylie

Principal

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Job Description

Summary of role

To take responsibility for the education and welfare of a designated class of children or other group in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of CVPS school policies, curriculum documentation and all other statutory requirements and to lead and develop key aspects of subject coordination or mentoring responsibilities of Early Career Teachers.

Professional Responsibilities

- To plan work for the class in accordance with school curriculum policies and in cooperation with subject and year group leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- To line manage the assistant teacher in the classroom so that children receive high quality individualised planning on a daily basis and so that the assistant teacher receives guidance, support and challenge to offer excellent opportunities for children's learning.
- To teach clearly structured lessons/sequences of work which interest and motivate children in which
 - Pupils' learning needs/abilities are taken into account
 - Learning objectives are clearly shared with pupils
 - Interactive whole class / collaborative group work strategies are used
 - Active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning
- To set challenging learning and teaching objectives for the whole class, groups or individuals, relevant to and based on teacher knowledge of learners. To ensure a close match between the learning experience offered, and
 - Learning needs and abilities
 - Past and present attainment
 - Expected standards for relevant age phase
 - Range / content of work relevant to the age phase so as to give each child the opportunity to achieve to the maximum of his/her capability. *"Empowering everyone to achieve!"*
- To use this information to inform future planning and teaching. To make appropriate educational provision for children with SEN and those learning EAL, with support from the Special Educational Needs Coordinator.
- To establish a clear framework for classroom discipline in line with school policy and strategies for recognising, encouraging and rewarding good behaviour, promoting self-management and independence and to safeguard health and safety.
- Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
- To provide children with opportunities to manage their own learning and become independent learners, optimising the use of ICT on a daily basis.
- To establish a purposeful learning environment where pupils feel secure and confident; where diversity is valued; where there are opportunities to maximise teaching.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
- To maintain an attractive, stimulating and well-organised classroom, that will be effective as a 'third teacher' in stimulating children's independent learning, arranging 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 give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self evaluation leading to improved learning.
- To mark and assess pupils' work, using a range of monitoring and assessment strategies, including oral and written reports and references, evaluating pupil progress toward the planned learning objectives, recording these assessments for pupils, their parents/carers and for school monitoring purposes.
- To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.

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- To ensure that school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in everyday classroom organisation and practice.
- To promote good practice during school mealtimes, by supervising meals, eating alongside the children, role modeling and promoting mannerly behaviour while facilitating children to learn about foods and healthy eating.
- To follow safeguarding and child protection policies, promoting embedded practice that promotes tenacity when safeguarding children.

Partnership working

- To initiate and promote excellent partnerships with parents that will encourage parents to actively participate in their children's learning at home and at school, promoting the use of ICT systems.
- To communicate and consult with both parents/carers and outside agencies as necessary about children's progress and attainment.
- To liaise with support staff both school based from other external bodies as required.
- To work closely with their line managers and provide them with the information they need to monitor and evaluate teaching and learning in the class.
- To take responsibility for the management of other adults in the classroom, ensuring they are appropriately deployed, fully informed and involved in planning and supporting learning.
- To participate in relevant meetings/professional development opportunities that promote improvements to learning and teaching strategies.
- Work as a team member and identify opportunities for working collaboratively with colleagues both in the school team and wider multi agency teams in sharing and developing effective joint working practices.
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document.

Performance Management

- To take part in regular performance management in line with the school Performance Management Regulations.
- To keep up-to-date with current educational thinking/best practice through self- directed reading, courses and in-service training identified by the school or as an outcome of performance management.
- To regularly reflect on the effectiveness of your teaching and assessment procedures and their impact on pupil's progress, attainment and well being, refining approaches when necessary.
- Act upon feedback and advice and be open to coaching and mentoring.
- To take part fully in the corporate life of the school.
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
- To fulfil the Conditions of Employment for Teachers as listed in the current School Teachers Pay and Conditions Document.

Subject coordination

- To be responsible for a curriculum subject area as agreed with the Principal as detailed below:
 - Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum, schemes of work and any other new initiatives from the Department for Education.
 - In conjunction with the Principal or other senior staff, be responsible for the implementation and management of the school's policy for the agreed subject area.
 - Review the policy and adapt it as appropriate.
 - Monitor teaching and learning in the subject and analyse and evaluate findings.
 - Write and implement an action plan to develop teaching and learning in the subject taking into account any school priorities and local or national developments.
 - Monitor standards and ensure achievement and attainment in the subject is appropriate with national benchmarks as a minimum.
 - Liaise with advisors and other agencies to keep up to date with developments, provide for good transition and ensure good practice in teaching and subject management.

- Report termly on developments within the subject and progress towards the action plan.
- Develop a scheme of work for the subject suitable to the needs of the primary school age range.
- 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 Principal.
- Offer support and advice to colleagues.
- Organise training for staff in conjunction with the CPD co-ordinator based on an audit of needs and monitoring and evaluation activities.

Post Threshold Expectations

- Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress at least as good as, or better than, similar learners nationally.
- Provide a role model for teaching and learning.
- Make a substantial and sustained contribution to the work of the wider school and school team.

ORGANISATION

The Post holder will contribute to the school's objectives by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equal Opportunities framework.
- Commitment and contribution to improving standards for pupils as appropriate.
- Working within agreed school initiatives to promote improvement.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

4. CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

Person Specification

Area	Essential	Desirable	Assessment
SKILLS, KNOWLEDGE, APTITUDE	<p>To have a clear understanding of the national curriculum and its application being able to plan and deliver a sequence of teaching.</p> <p>Highly successful classroom practitioner who is creative in their approach to learning.</p> <p>Experience in leading one or more subject areas including identifying pupil needs, monitoring and evaluating standards.</p> <p>Ability to plan, record and assess for children's progress in a variety of ways.</p> <p>A commitment to providing excellent provision for all pupils and achieving high standards of pupil progress.</p> <p>Competent ICT skills.</p> <p>Excellent people skills motivating, inspiring and challenging adults to produce the best outcomes for pupils.</p>	<p>Evidence of a commitment to extracurricular activities.</p>	<p>Application Form</p> <p>Letter</p> <p>Reference</p> <p>Lesson observation</p> <p>Interview</p>
QUALIFICATIONS	<p>NQT or Qualified teacher status with second class honours degree or higher.</p>		<p>Certificates</p> <p>Reference</p>
EXPERIENCE	<p>Experience of coordinating the work of support staff.</p> <p>Experience of planning & teaching the Primary National Curriculum in a creative way.</p> <p>Evidence of recent school improvement work which has had a positive impact on pupil outcomes.</p> <p>Proven ability to implement strategies for raising pupil achievement.</p> <p>Experience of working with children who have additional educational needs.</p> <p>Experience of strong classroom teaching for at least the past 3 academic years.</p>		<p>Application Form</p> <p>Reference</p> <p>Letter</p> <p>Interview</p>
DISPOSITION & SPECIAL REQUIREMENTS	<p>Excellent interpersonal skills.</p> <p>An innate ability to demonstrate a caring and nurturing attitude while maintaining professional boundaries.</p>	<p>Willingness to organise out of school activities.</p> <p>Willingness to develop in</p>	<p>Reference</p> <p>Letter</p> <p>Interview</p> <p>Lesson</p>

	<p>Ability to oversee the pastoral welfare of all children within the year group and to promote good behaviour at all times</p> <p>Excellent communication skills; both oral and written.</p> <p>Reliable, flexible, committed, well motivated, enthusiastic.</p> <p>Commitment to equal opportunities and inclusion.</p> <p>Well organised.</p> <p>Excellent health and attendance record.</p> <p>Additional strengths within curriculum subjects.</p> <p>A 'can do' attitude, sense of humour, willingness to learn and approachable.</p> <p>Resilience and tact.</p> <p>Commitment to continual professional development, whole school development and raising standards.</p> <p>Ability to work effectively with parents and the wider community.</p> <p>Full safeguarding clearance including an enhanced DBS check.</p>	<p>school and professionally.</p> <p>An up to date knowledge of educational reforms and research and academy freedoms</p>	<p>Observation</p>

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