



Cragside Church of England Primary School

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“Let Your Light Shine”

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Headteacher: Joanne Parker

Deputy Headteacher: Caroline Bilton

Assistant Headteacher: Roz Cant



Our Vision: 'Let your light shine' based on Matthew 5.16

Job description: Class Teacher – Key Stage 2

Aim of Post:

To produce the highest standards of achievement for our children, ensuring all our children develop their knowledge, understanding, skills and abilities within a secure, caring and motivating educational environment. Class teachers in our school need to inspire, motivate, encourage and support all of our children at Cragside so that all children shine brightly, in line with our school vision, ethos and values.

The range of duties listed below show the duties that are required, as laid down by the School Teachers' Pay and Conditions Acts. All teachers will work within the framework of such legislation.

Our class teachers are expected to:

Teaching

- be professional role model at all times, demonstrating our school values and ethos in all that you do
- plan, prepare and deliver well planned lessons which are appropriate to the needs, interests and experiences of the children and which builds on their prior knowledge
- be able to teach across the primary range
- enable learning which inspires, encourages and motivates our children
- demonstrate the highest expectations of the children, value and recognise the uniqueness of every child and ensure that each child achieves their full potential
- ensure that proper account is taken of any specific needs children have by reason of their gender, language or ethnicity and that appropriate provision is made for them
- promote the social development and welfare of our children so that every child feels valued and enjoys learning
- ensure planning and marking and feedback is completed in line with school policy to facilitate children's progress
- contribute towards the school's varied range of extra-curricular learning and activities
- demonstrate skills, creativity and knowledge to teach all aspects of the National Curriculum

Monitoring and recording

- monitor and assess pupils' work including the use of online learning/assessment tools
- record children's development, progress and attainment
- provide or contribute to oral and written assessments, reports and references relating to the development and learning of individual children and groups of children

Vision, Values and Ethos of the school

- positively contribute and model our school's vision which has, at its heart, that all children are entitled to flourish and 'shine bright' in our school
- maintain an ordered and caring environment in the classroom and around the school so that children achieve their potential and feel secure and valued
- make children aware of their rights and responsibilities in respect of each other, the staff and the school community as a whole
- take part in the wider life of our school for example, leading collective worship, attending open/parent evening
- form excellent teacher/learner relationships with children and foster personal qualities which reflect the caring and supportive Christian ethos of our school
- form excellent relationships with other members of our staff team.
- Encourage others, be solution focused and demonstrate a positive outlook.

Parents and carers

- build and maintain positive and close relationships with parents and carers
- communicate with parents about children's learning and progress, drawing attention to special skills and talents as well as to development areas
- prepare for, and attend, after school consultation meetings with parents and produce annual reports for parents in line with school policy

Resource Management

- maintain an attractive and stimulating classroom which supports children's progress and achievement
- take responsibility for resources allocated to their own classroom
- contribute to displays in the school
- comply with the requirements of Health and Safety and other related legislation

Overall policy and Professional development

- take part in whole school reviews of policy and aims
- evaluate, review and improve their own teaching methods, materials and curriculum areas
- keep up-to-date with current educational thinking and practice, both by reading and CPD
- show continuing development of teaching expertise, subject and key stage knowledge to enrich the learning experience within and beyond designated classes

Equal Opportunities

- help ensure that subject matter and learning resources reflect the school's policies relating to equal opportunities in respect of race, gender and special needs
- help ensure that these policies are implemented within the tasks and duties listed above

Leadership (where appropriate)

- share in or take responsibility for the leadership of subject or whole school area
- assist in or take responsibility for the production, evaluation and review of such whole school policies and guidelines as are appropriate to their phase and subject responsibilities

Model good practice

- organise class teaching in such a way as it demonstrates our high expectations for children and other members of staff
- contribute to the implementation of the children's dress code on a day to day basis.
- be a positive role model for all children in all aspects of your day to day conduct

Display

- organise and co-ordinate displays of children's work, so providing stimulus and ideas for colleagues, information for parents, and recognition of the children's achievements
- put up whole school displays which celebrate achievement and enhance the whole school learning environment

Monitoring (where appropriate)

- take an active role in moderation and scrutiny of children's work to ensure consistency
- check the appropriateness of the content, progression and continuity between and within classes and consistency in standards of presentation and learning

Working with colleagues

- acquaint new members of staff, volunteers and visitors with school policies and guidelines
- assist such colleagues in the practical implementation of those policies
- demonstrate skills as a reflective practitioner and engage fully in peer teaching, excellence in teaching programme and outstanding teacher programme peer learning
- encourage others and demonstrate a really positive outlook

Safeguarding

- ensure the safety and welfare of all pupils at all times. To fully implement all aspects of the school Child Protection and Safeguarding policy
- take an active role in all safeguarding procedures and training including child protection, PREVENT, first aid, e-safety and daily safeguarding procedures
- write and evaluate risk assessments to ensure safety of all pupils in school

Liaison and Professional Development

- work in liaison with advisory and support services, other organisations, agencies and networks relevant to the teacher's specialism or subject, parents, governors and the local community
- participate fully and positively with the school appraisal policy and take personal responsibility for relevant CPD and keeping informed about new initiatives and research
- engage with our coaching model of CPD in order to reflect upon and improve own practice

Carrying out any other duties to ensure the smooth running of the school which might reasonably be requested by the Head teacher.

TEACHER PERSON SPECIFICATION

Cragside C of E Primary School

Evidence will be obtained through the application and interview process including written references. You should demonstrate your experience and skills using the personal statement section of the application form or in a covering letter.

Personal Attributes (identified from form, reference and interview)

Essential:

- A positive, innovative approach to all aspects of work.
- Resilience and the ability to work positively and calmly under pressure.
- An encourager who displays a supportive and positive nature.
- Willingness to fully embrace the Christian ethos of the school and the ability to uphold the school's distinctive Christian vision and associated values
- A flexible and solution focused positive outlook to solving day to day challenges and potentially difficult situations
- Ability to effectively adapt teaching and provision for children who are more able/with SEND.
- A determination to raise standards of achievement for every child.
- The ability to work collaboratively as part of a team and using your own initiative.
- A very calm and positive style of classroom management which enables all to thrive.
- Highly organised with the ability to lead volunteer helpers and Learning Support Assistants working in the class.
- A professional and purposeful attitude with an extremely positive outlook, fostering excellent relationships with parents, colleagues and children.

- Approachable to all parents, children and colleagues and able to promote a happy, safe and inclusive learning environment where all can flourish.
- Infectious enthusiasm to run extra-curricular activities and embrace the wider curriculum.
- An excellent role model to our children and willing to go that extra mile.

Skills (identified from form, reference and interview)

Essential:

- Exceptional teaching skills-the ability to inspire and motivate children.
- Ability to support whole school drive of 'High achievement for all.'
- Excellent communication skills, both written and oral.
- Able to plan and teach effectively using the National Curriculum/EYFS Framework.
- Ability to inspire others with your love and enthusiasm for teaching.
- Ability to use ICT as a tool for effective teaching and learning.
- A deeply reflective practitioner with a growth mindset, keen to listen to advice and ideas.
- Ability to communicate effectively (verbal and written) in a variety of situations
- Ability to assess children accurately to ensure good progress.
- Ability to relate flexibly and sensitively to the different needs of pupils.

Safeguarding (identified from form and interview)

Essential:

- Ensure that the safety and welfare of children is at the centre of all work.
- A clear understanding of Keeping Children Safe in Education.

Experience (identified from form, references and interview)

Essential:

- Excellent teaching skills within the primary phase (possibly on teaching practice).

Qualifications and Training (identified from application form)

Essential:

- DfE teaching qualification (QTS) and a degree.
- Willingness to take a positive and proactive role in own professional development and performance management.
- A reflective practitioner with a growth mindset interested in continuing to learn.
- Evidence of relevant continuing professional development.