

Northern Junior School Federation of Northern Schools



INFORMATION PACK FOR THE POST OF

KS2 Class Teacher

- **Closing Date:** Monday 4th May 12 Noon
- **Job Start Date:** September 2020
- **Contract/Hours:** Permanent
- **Salary Type:** Main Range/UPR (From NQTs to experienced UPR)
- **Location of Role:** Northern Junior School

Northern Junior School

“Believe, Succeed, Achieve”

Are you passionate about teaching and want to inspire children?

Are you an excellent KS2 teacher, who has high expectations for all pupils? Come and join our friendly and professional team in September 2020. We are looking for an inspirational teacher to join us on permanent contract.

Our wonderful team work collaboratively and effectively across the federation of infant and junior schools, supporting each other with planning, assessment and professional development.

Please see our website to find out further information about our school.

Do you:

- Have a positive, approachable and caring attitude?
- Have high expectations of learning and behaviour?
- Create a positive learning environment where all children can succeed?
- Have the confidence to have fun with the curriculum so that it memorable for children?
- Have a real desire to make a difference for children and families?
- Have the flexibility to work as part of a successful team?

We can offer:

- A supportive and inclusive approach to education
- Happy, well-motivated children, who are keen to learn
- A friendly, highly motivated and professional team of enthusiastic staff
- Enthusiastic and supportive parents
- A well-resourced learning environment
- An exciting opportunity to work within a federation that is committed to professional development and provides outstanding training opportunities for all staff
- An excellent team of class LSAs

If you think this exciting opportunity is for you, then come and meet the team! Please contact to make an appointment;

Email: a.pickersgill@northern-jun.hants.sch.uk

Tel No: 02392 370613

Category	Essential	Desirable
Qualifications/ Professional Development	<ul style="list-style-type: none"> • Qualified teacher status • B.Ed., BA (QTS), PGCE or Teaching Certificate • Ability to reflect upon and identify own learning needs 	<ul style="list-style-type: none"> • Evidence of further professional training
Experience	<ul style="list-style-type: none"> • Successful teaching experience of good or outstanding lessons • Has experience of teaching Key Stage 2 	<ul style="list-style-type: none"> • Successful experience of leading a subject area • Has experience of teaching across the primary range
Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Secure knowledge of the statutory requirements relating to the curriculum and assessment • Secure understanding of effective differentiation across a range of attainment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	<ul style="list-style-type: none"> • Experience of delivering Key Stage 2 statutory assessments. • Experience of teaching children with a range of needs
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences- e.g. staff, pupils, parents 	<ul style="list-style-type: none"> • Has experience of reporting to Governors
Skills, Qualities and Abilities	<ul style="list-style-type: none"> • High quality teaching skills • High expectations of pupils' learning and attainment • An inclusive approach to teaching and learning • Ability to build and maintain good relationships • Good communication skills both written and verbal – including being a good listener • Ability to remain positive and enthusiastic when working under pressure 	<ul style="list-style-type: none"> • Experience of mentoring others

	<ul style="list-style-type: none"> • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children • Good communication skills • A good team player • Stamina and resilience • Effective ICT skills • An ambition to develop professionally, through reflection, mentoring and coaching 	
References	<ul style="list-style-type: none"> • Positive recommendation in professional references 	
Safeguarding	<ul style="list-style-type: none"> • Northern Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced CRB check is required for all successful applicants. 	

Job Description – Class Teacher

Responsible to: Executive Headteacher

Purpose of the Post

To be responsible for the education and welfare of the pupils within a class and to support the leadership of the school and federation in establishing a culture that promotes excellence, equality and high expectations, and gives every learner the confidence to succeed.

Class teachers will work in accordance with the current 'Teacher's Pay and Conditions' document.

Duties and Responsibilities:

- To carry out the duties of a school teacher as set out in the Teacher's Pay and Conditions Document.
- To continue to meet the National Teachers Standards.

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- when teaching reading, demonstrate a clear understanding of systematic synthetic phonics
- when teaching mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate 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
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high 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.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour guidelines
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise positive behaviour management, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school and federation
- develop effective professional relationships with colleagues, knowing how and when to draw upon advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

Class teachers will -

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Northern Federation Values

'Believe, Succeed, Achieve'

At Northern Junior school we encourage our children to develop a lifelong love of learning so they are confident, motivated pupils who are open minded, positive learners who believe, succeed and achieve.

We want to inspire children to become life-long learners by fostering an open-minded, positive attitude towards the world, its people, their history and cultures.

We want our children to embrace the future by being confident with new technology and able to take on new challenges confidently and positively. We want pupils to feel good about themselves, think about and show respect for others and become responsible, hardworking citizens of the future.

Our school will endeavour to create a dynamic learning environment for children where they can be happy, value themselves and others, grow in confidence, know success and gain knowledge and skills for the world of today and tomorrow.

We will strive for the fullest development of each child in all areas of school life, social, moral, intellectual, physical, spiritual and emotional. We believe that children who feel happy and believe in themselves can succeed and achieve.

At Northern Federation we aim to -

- Inspire children so that they aspire to be the very best they can be
- Provide a caring happy, safe environment, so that everyone feels part of a school community where they are valued and their contributions, and views are respected
- Foster the development of a "Growth Mindset" so that everyone in our community understands the importance of effort and trying again, of being resilient and not giving up
- Foster independence by giving children opportunities to plan and complete their own work, as well as encourage them to work with and learn from others
- Ensure that learning is exciting, challenging and fun as well as fostering creativity of thought by nurturing our children's natural curiosity, enthusiasm and interest
- Use the curriculum, our school and wider environment to provide a stimulating and supportive learning environment, which will challenge and motivate each child to be able work to the best of his or her ability
- Achieve high standards of work and presentation, and develop qualities of perseverance and self-discipline
- Lead through example by having high expectations and setting high standards in all that we do



Northern Federation - Core Values

Believe Succeed and Achieve

Believe - Believing in ourselves and others we -

- Show Respect
- Care for and support those around us
- Celebrate difference understanding the unique child
- Promote aspiration for our future and the future of others
- Remember that effort and hard work leads to achievement
- Promote a love of learning and the intrinsic motivation to do well
- Feel valued and value others
- Understand and promote inclusion
- Make positive contributions to the school community, wider community and the world

Succeed -We will succeed academically, socially and emotionally by

- Showing **resilience and resourcefulness**
- Showing **reflective** thinking and learning from mistakes
- Demonstrating emotional intelligence
- Maintaining a growth mindset
- Deciding on the right goal and working towards it
- An awareness of our own progress and how we learn
- Putting effort into our thinking skills (caring, collaborative, critical and creative thinking)

Achieve - We achieve our goals in -

- Core subjects, being ready for the next phase or key stage
- A range of foundation subjects across the primary curriculum
- A range of life skills
- Setting targets and working towards quality outcomes
- Celebrating our own and others achievements
- Getting on with others and maintaining good **relationships**

Northern Federation - Learning Values

Values characteristics	What we will see and hear	
	Adults	Children
<p>Relationships</p> <p>Respect Care Support Empathy collaboration communication</p>	<ul style="list-style-type: none"> Setting the right ethos and culture Teaching skills of effective collaboration Planned opportunities for team activities Modelling how to listen and respond respectfully Promoting the use of talk partners and learning partners Teaching the skills of effective communication 	<ul style="list-style-type: none"> Valuing and building on the ideas of others Contesting, disagreeing and debating in a respectful way Knowing when some needs help and stepping in to support Showing caring thinking and empathy Showing active listening skills, contributing to team work Working effectively in partnership
Values characteristics	What we will see and hear	
	Adults	Children
<p>Resourcefulness</p> <p>Being able to learn if different ways. Using initiative and being independent.</p>	<ul style="list-style-type: none"> Praising children when they take initiative with learning Provide the enabling environment Ensuring opportunities to promote independence Using working walls that support current learning Modelling how to be resourceful when learning Promoting creative thinking 	<ul style="list-style-type: none"> Independently selecting the right resources to support their learning Trying different resources to see which work best for them Being flexible and making links Being innovative and creative Asking the right questions Reasoning
Values characteristics	What we will see and hear	
	Adults	Children
<p>Reflection</p> <p>Being able to self-evaluate and be self-aware as a learner.</p>	<ul style="list-style-type: none"> Teaching the skills of self- assessment Role model making errors and self -correcting. Giving children time during the session to self-evaluate and check work. Role model editing and improving Generating success criteria to use as the basis of self –evaluation 	<ul style="list-style-type: none"> Editing and improving their work Accurately evaluating their outcomes Talk about how they learn best Identify the progress they have made and set themselves a goal Revisiting and revising learning Selecting the best idea to move forward with Using critical thinking skills
Values characteristics	What we will see and hear	
	Adults	Children
<p>Resilience</p> <p>Being strong, persistent and determined, never giving up.</p>	<ul style="list-style-type: none"> Promoting growth mindset. Using the language of resilience Ensure sufficient challenge with the task design Teacher modelling making mistakes and learning from it Showing children where they have made progress in their work as a result of effort Modelling how we learn from mistakes 	<ul style="list-style-type: none"> Showing stickability when things get difficult Being absorbed and focussed on work Articulating how their effort has led to improvements in work Self motivated and determined to do well Knowing the right time to seek help

Values characteristics	What we will see and hear	
	Adults	Children
<p>Growth Mindset</p> <p>Belief in yourself, knowing that effort leads to success.</p>	<ul style="list-style-type: none"> Opportunities to teach the differences between fixed and growth mindsets (eg use of Mojo and Katie) Use vocabulary of growth mindsets Talking about how we stay resilient and make effort. Sensitivity to mistakes, teaching how we use mistakes to learn 	<ul style="list-style-type: none"> Being confident to try new things Articulating the importance of effort Being able to show in their work where effort led to improved outcomes Talking about the power of yet

Application Procedure

Candidates should fully complete the application form and return it no later than noon on 4th May 2020 and send to: [**a.pickersgill@northern-jun.hants.sch.uk**](mailto:a.pickersgill@northern-jun.hants.sch.uk)

**Mr J Bailey
Executive Headteacher
Northern Infant School
Richmond Rise
Portchester
FAREHAM
Hants
PO16 8DG**

Tel No: 023 92 370693