

## Class Teacher (Key Stage 2) – initially for spring and summer 2025

### The Moorlands Primary Federation – Bishop Rawle C.E. Primary School

#### Required from January 2025 for two terms

**Salary:** £31,650 - £49,084 MPS – UPS (subject to Teacher's Pay and Conditions)

- Do you want to work with our amazing, appreciative and fantastically-behaved children?
- Are you caring, ambitious, and have a real passion for teaching and for engaging learners?
- Do you have high expectations and an eagerness to guide interesting learning experiences?
- Do you want to be an important part of a hard-working and supportive team within a Multi-Academy Trust of nine small rural primary schools?

#### We are looking for:

- A happy, talented, dedicated and enthusiastic class teacher;
- A thoughtful team-player to support and reflect our proudly Christian character;
- A flexible, creative and nurturing practitioner who is committed to building and maintaining an engaging and stimulating learning environment;
- A kind, hard-working and caring team-player who will contribute to our school, our Multi-Academy Trust (The Moorlands Primary Federation), and our wider community and Parish;
- A considerate, dedicated and responsible professional who will keep children safe and communicate effectively with families/carers and external agencies as appropriate;
- A positive and inclusive teacher with high standards of written and verbal communications who will work collaboratively with colleagues;
- Someone who will be keen to continue to develop their own skills whilst effectively delivering the curriculum and positively promoting the school and Trust;
- A colleague who will support our small team in the delivery of a programme of extra-curricular activities;
- Someone with warmth and empathy who will go 'over-and-above' to give our children an amazing school experience and to keep them safe.

Please apply using our TMPF Teacher's Application Form (R6) which is completed in full. Please ensure that all sections are completed and that there are no unexplained gaps in employment or education. For point 8 (Letter of Application), this should be no more than two A4 sides using a font size of 12. CVs are not accepted.

**Visits to the school are strongly encouraged.** Please contact us (for details see below) to arrange a mutually convenient time to visit during the weeks commencing 11<sup>th</sup>, 18<sup>th</sup> & 25<sup>th</sup> November 2024.

**Applications closing date:** Monday 2<sup>nd</sup> December at 12:00  
**Lesson observations:** from Monday 9<sup>th</sup> to Thursday 12<sup>th</sup> December  
**Interviews:** Friday 13<sup>th</sup> December 2024

**Email:** [abrayford@tmpf.staffs.sch.uk](mailto:abrayford@tmpf.staffs.sch.uk)      **Telephone:** 01538 702355 (opt 5)

*This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal records check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose all criminal convictions.*  
*As part of our recruitment process, we may carry out an online search of shortlisted candidates. Any relevant findings may be explored as an additional element of the interview.*  
*The post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.*



## Job Description

**Class Teacher** – initially for spring and summer 2025

**The Moorlands Primary Federation – Bishop Rawle C.E. Primary School**

**Required from January 2025**

**Salary:** £31,650 - £49,084 MPS – UPS (subject to Teacher's Pay and Conditions)

Although initially to be based at Bishop Rawle C.E. Primary School, The Moorlands Primary Federation have the right to deploy staff across any of its sites at any time.

**Job Purpose:** To carry out the professional duties of a teacher as circumstances may require and in accordance with the Trust and school's policies under the direction of the School Leader. To adhere to the Teachers' Standards in England from June 2013 (see [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/665520/Teachers\\_Standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf))

### Areas of Responsibility and Key Tasks

#### Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed, setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying and supporting pupils with identified SEND, or who are very able;
- providing clear structures for lessons, maintaining pace, motivation and appropriate challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and the best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, attendance, behaviour, standards of work and homework.
- Using a variety of teaching methods to:
  - a) match teaching approach to content, to structure information, to present a set of key ideas and to use and teach appropriate vocabulary;
  - b) use effective questioning, listen carefully to pupils, give attention to errors and address misconceptions;
  - c) select appropriate learning resources and develop study skills through the use of the library, I.T. and other resources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- respond positively to feedback and implement development points into practice;
- ensuring the effective and efficient deployment of classroom support taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Mathematics;



- encouraging pupils to think and talk about their learning, and develop self-control, independence, concentration, perseverance and listening skills;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience, practical apparatus, and play and talk as a vehicle for learning;
- Plan, lead and support opportunities for children to develop their journey of faith;
- deliver a high quality education.

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use this to improve specific aspects of teaching;
- mark, provide appropriate developmental feedback, and monitor pupils' work and duly set (and review) targets for progress;
- assess and record pupils' progress systematically and in a timely manner using TMPF Assessment System (our Trust's bespoke system);
- actively and positively participate in moderation and standardisation within/beyond the Trust;
- maintain accurate and up-to-date records to check work is understood and completed, monitor strengths and weaknesses to inform planning, and recognise the level at which pupils are achieving;
- undertake assessment of pupils as requested by examination bodies, statutory requirements, and Trust and school procedures;
- prepare and present informative and termly reports to parents/carers.

### **Curriculum Development (Not ECTs)**

- Have co-ordinator responsibility for subjects or aspects of the school's/Trust's work, and produce and review plans which identify clear targets and success criteria for its development and/or maintenance;
- contribute to the whole school's planning activities.

**Early Career Teachers** are expected to actively and positively engage with all Early Career Framework CPD provided externally and within the Trust.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified, as class teachers should be focused upon providing a high-quality education to the pupils.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (2013), the 2002 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document.

*This job description may be amended at any time following discussion between the Chief Executive Officer, Executive Principal, or School Leader and member of staff, and will be reviewed annually.*

*Please note that the successful candidate will be employed by The Moorlands Primary Federation and subject to their deployment with your contracted position.*



## Class Teacher Person Specification

To carry out their responsibilities effectively, the class teacher will need specific professional knowledge and understanding set out in the class teacher's job description.

| Area                               | Essential   | Desirable  | Assessment Method                 |
|------------------------------------|---|--|-----------------------------------|
| <b>Qualifications</b>              | Qualified Teacher Status.   | Evidence of Continuing Professional Development (CPD) and proactive approach/commitment to further professional development.<br><br>Evidence of self-directed research or CPD.   | Application (A)/<br>Interview (I) |
| <b>Experience</b>                  | The class teacher should have experience of teaching in a primary school.   | In addition, the class teacher might have experience of: <ul style="list-style-type: none"> <li>teaching in two or more of Key Stage 1, Key Stage 2, or the Early Years Foundation Stage;</li> <li>Mentoring trainee teachers or ECTs/NQTs.</li> </ul>   | A                                 |
| <b>Knowledge and understanding</b> | The class teacher should have knowledge and understanding of: <ul style="list-style-type: none"> <li>the importance of faith within our Trust which comprises of several Anglican schools and a respect for their religious character;</li> <li>the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation, behaviour management and learning strategies);</li> <li>statutory National Curriculum requirements at the appropriate Key Stage/s;</li> <li>the monitoring, assessment, recording and reporting of pupils' progress;</li> <li>the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEND and Child Protection/ Safeguarding;</li> <li>the importance of Level 1 Safeguarding training and a commitment to maintaining this;</li> <li>the positive links necessary within school and with all its stakeholders;</li> <li>effective teaching and learning styles (and a commitment to continue to develop these);</li> <li>working with children with additional needs;</li> <li>working as part of a team;</li> </ul> | In addition, the class teacher might also have knowledge and understanding of: <ul style="list-style-type: none"> <li>the preparation and administration of current statutory National Curriculum tests in Key Stage 1 or 2 (or Reception Baseline Assessment);</li> <li>an ability to play a musical instrument;</li> <li>leading extra-curricular club/s.</li> </ul> <p>Evidence of how the teacher may have contributed/will contribute to the distinctive character of a small/ rural school.</p> <p>Evidence of working within a Multi Academy Trust and providing school-to-school support (inter or intra Trust).</p> <p>Understanding of 'Keeping Children Safe in Education 2022', 'Working Together to Safeguard Children' and the 'Prevent Duty'.</p> | A/I                               |



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|--|---|--|--|
|  | <ul style="list-style-type: none"> <li>•*the importance of a professional and appropriate public social media presence (*if used).</li> </ul> |  |  |
|--|---|--|--|

|               |  |  |     |
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| <b>Skills</b> | <p>The class teacher will be able to:</p> <ul style="list-style-type: none"> <li>• promote the school's (and Trust's) aims positively, and use effective strategies to monitor motivation and morale;</li> <li>• promote and reflect the school motto and respect the Trust's Christian vision;</li> <li>• reflect the school and Trust values;</li> <li>• develop excellent professional relationships within a team;</li> <li>• establish and develop effective relationships with parents/carers, Trustees and the community;</li> <li>• consistently communicate effectively, clearly and professionally (orally and in writing) to a variety of audiences;</li> <li>• create a happy, challenging, inclusive and effective learning environment;</li> <li>• manage classroom behaviour and evidence strategies used to support positive learning behaviours;</li> <li>• maintain accurate and up-to-date records for supporting learning, assessment, safeguarding and in support of those with additional needs or who are Looked After;</li> <li>• use educational research;</li> <li>• use ICT effectively;</li> <li>• maintain effective, regular, professional and clear channels of communication;</li> <li>• maintain professionalism within the school and Trust environment;</li> <li>• support children's physical and emotional wellbeing;</li> <li>• a commitment to helping keep children physically and emotionally safe and well;</li> <li>• show a positive commitment to CPD;</li> <li>• support colleagues within the school and wider Trust;</li> <li>• support the school's PTFA;</li> <li>• offer pastoral/nurturing support.</li> </ul> | <p>In addition, the class teacher might also be able to:</p> <ul style="list-style-type: none"> <li>• develop strategies for creating community or Parish links;</li> <li>• be proactive in professional communication with all stakeholders.</li> </ul> <p>Experience of leading a subject, curriculum area or area of focus within a primary school/across a Trust (not applicable to ECTs).</p> <p>Experience of curriculum development.</p> <p>Recognise strategies to support mental wellbeing of self and others.</p> <p>Experience of leading whole-school Worship/ assemblies.</p> <p>Desire to continue to improve in role.</p> <p>Support children's spiritual, moral, social, cultural and academic development and experiences by a willingness to lead after-school provision;</p> <p>Understanding of the importance of developing children's comprehension of the Fundamental British Values and of diversity.</p> <p>Experience of supporting the development of others.</p> | A/I |
|---------------|--|--|-----|



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| <p><b>Personal characteristics</b></p> | <p>Approachable;<br/>                 Caring;<br/>                 Committed;<br/>                 Considerate;<br/>                 Creative;<br/>                 Dedicated;<br/>                 Effective communicator;<br/>                 Empathetic;<br/>                 Enthusiastic;<br/>                 Friendly;<br/>                 Happy;<br/>                 Hard-working;<br/>                 Inclusive;<br/>                 Kind;<br/>                 Organised;<br/>                 Patient;<br/>                 Positive;<br/>                 Respectful;<br/>                 Inclusive;<br/>                 Professional;<br/>                 Resourceful;<br/>                 Sympathetic to the schools' Christian distinctiveness;<br/>                 Thoughtful;<br/>                 Vigilant;<br/>                 Offers a sense of fun and enjoyment of school life!</p> |  | <p>A/I</p> |
|--|--|--|------------|

A – Application Form      I - Interview

