



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## KS1 CLASS TEACHER JOB ADVERT

### IF YOU CAN DREAM IT, YOU CAN DO IT!



#### **Job Advert**

#### **KS1 Class Teacher**

We are looking to appoint an exceptional candidate to the role of KS1 Class Teacher (year group to be confirmed) at our community primary school. At Florence Melly Community Primary, we are committed to providing inspirational and innovative teaching and the highest quality learning experiences for all our pupils. We aim to create an environment which promotes a love of learning and empowers our children to become independent, lifelong learners. Our children are the 'jewels in our crown' and we ensure every child is valued and encouraged to achieve their full potential. We strive for academic excellence and want our children to have the highest aspirations. We want them to have no limits to what their ambitions are and want them to embody our core values. We all believe that: "if you can DREAM it, you can do it".

We want the successful candidate to buy into the ethos of our school and to become an integral part of our Flo Melly family.

**Job title:** KS1 Class Teacher.

**Salary:** MPS1 - UPS3.

**Contract type:** Permanent/Full-time.

**Start date:** Friday 1st September 2023.

**How to Apply:** Applicants are encouraged to complete an application form combined with a letter of application outlining your personal philosophy of education. This should be no more than two sides of A4 and should provide an insight into your passion for working with children and your experience in the profession to date.

**Closing date for applications:** Friday 19th May 2023 at noon.

**Shortlisting will take place:** Friday 19th May 2023.

**Interviews/observations will take place on the school site on:** Tuesday 23rd May 2023.

As part of the interview process, shortlisted candidates will be observed teaching and they will have a formal interview. Further details will be communicated in due course.

**Visits to our school:** Potential candidates are welcome to visit the school. Please arrange your visit by emailing the Mr Aaron Leach (Headteacher): [a.leach@fmp.liverpool.sch.uk](mailto:a.leach@fmp.liverpool.sch.uk).

#### **For more information:**

Florence Melly Community Primary School  
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Walton  
Liverpool  
L4 9UA

Telephone: 0151 226 1929  
Email: [i.kane@fmp.liverpool.sch.uk](mailto:i.kane@fmp.liverpool.sch.uk)  
Website: [www.florencemelly.org](http://www.florencemelly.org)

At Florence Melly, keeping our children safe is our number one priority. We are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.



# FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

## KS1 CLASS TEACHER JOB DESCRIPTION

### IF YOU CAN DREAM IT, YOU CAN DO IT!



#### Job Description

#### KS1 Class Teacher

**Job title:** KS1 Class Teacher.

**Salary:** MPS1 - UPS3.

**Contract type:** Permanent/Full-time.

**Start date:** Friday 1st September 2023.

**Reporting to:** Phase Lead/Assistant Headteacher - Quality of Education.

#### A Summary of the Main Purpose of the Job

Class teachers are bound by the responsibilities outlined in the [School Teachers' Pay and Conditions](#) document. This job description reflects the terms and conditions set out in this document. In addition to this, every teacher must demonstrate that they consistently meet the [Teachers' Standards](#) which set the minimum requirements for a teachers' practice and conduct.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### A Summary of the Main Purpose of the Job

The main purpose of the 'Key Stage 1 Class Teacher' role at Florence Melly Community Primary School is to:

- ▶ Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all.
- ▶ Be responsible and accountable for achieving the highest possible standards in work and conduct.
- ▶ Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- ▶ Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- ▶ Act within the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards*.
- ▶ Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- ▶ Promote and embody the school's DREAMS core values.

#### Main Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teacher performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

### **Teaching**

- ▶ Effectively deliver our curriculum offer as relevant to the age and ability group/subject(s) that you teach.
- ▶ Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- ▶ Be accountable for the attainment, progress and outcomes of pupils you teach.
- ▶ Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- ▶ Have a clear understanding of the needs of all pupils, including those with special educational needs; more able; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- ▶ Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
- ▶ If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- ▶ Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring progress and levels of attainment.
- ▶ Make accurate and productive use of assessment to secure strong rates of pupil progress.
- ▶ Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- ▶ Use relevant formative and summative data to monitor progress, set targets, and plan subsequent lessons.
- ▶ Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- ▶ Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

### **Behaviour and Safety**

- ▶ Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- ▶ Manage classes effectively in line with the school's behaviour policy, using approaches which are appropriate to needs in order to inspire, motivate and challenge pupils.
- ▶ Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- ▶ Have high expectations of behaviour, promoting self-control and independence of all learners.
- ▶ Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- ▶ Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## **Fulfil wider professional responsibilities**

- ▶ Participate in any relevant meetings and/or professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- ▶ Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues.
- ▶ Be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of appraisal.
- ▶ Work collaboratively with others to develop effective professional relationships.
- ▶ Deploy support staff effectively as appropriate
- ▶ Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- ▶ Communicate and co-operate with relevant external bodies.
- ▶ Make a positive contribution to the wider life and ethos of the school.

## **Other**

- ▶ To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- ▶ Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.
- ▶ Perform any reasonable duties as requested by the Headteacher.

*This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.*

*Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the school business manager will carry out.*

*The post-holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.*



**Person Specification**

**KS1 Class Teacher**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
<b>Qualifications</b>			
Qualified Teacher Status.	✓		A
Any other qualifications relevant to the post.		✓	A
Relevant and recent RWI training.	✓		A I

<b>Professional Development/Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Evidence of appropriate professional development.	✓		A I
Experience of teaching across the phases.		✓	A I
Appropriate safeguarding/child protection training.	✓		A
Proven track record of good performance/effective teaching strategies.	✓		A I O R
Understanding of, an act within, the statutory frameworks which set out the professional duties and responsibilities.	✓		A I R
Experience as a leader (senior/middle/phase/core/subject leader) in a primary school setting.		✓	A I R

<b>Experience and Knowledge of Teaching and Learning</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	✓		A I O R
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	✓		A I O
Demonstrate a deep and critical understanding of developments in subject and curriculum areas.	✓		A I
The ability to effectively use data, assessment and target setting to raise standards/address weaknesses.	✓		A I R
The ability to reflect systematically on the effectiveness of lessons and approaches to teaching and learning.	✓		A I O R

To be able to adapt teaching to meet the needs of all groups of pupils.	<input checked="" type="checkbox"/>		I O R
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<b>Professional Attributes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Demonstrate an awareness and empathy of the needs of the pupils at Florence Melly Community Primary School and how these needs could be met.	<input checked="" type="checkbox"/>		A I O
To show a commitment to the school's DREAMS core values.	<input checked="" type="checkbox"/>		A I O
Make a positive contribution to the wider life and ethos of the school.	<input checked="" type="checkbox"/>		I R
Demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.	<input checked="" type="checkbox"/>		I O R
Excellent written and verbal communication skills.	<input checked="" type="checkbox"/>		A I R
To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice.	<input checked="" type="checkbox"/>		A I R
Show a strong commitment to good attendance, acting as a positive role model.	<input checked="" type="checkbox"/>		A I R
Effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	<input checked="" type="checkbox"/>		A I R
Communicate effectively with parents with regard to pupils' achievements and well-being.	<input checked="" type="checkbox"/>		A I R

<b>Personal Qualities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Consistently promote Florence Melly Community Primary School's strong educational philosophy and values.	<input checked="" type="checkbox"/>		A I O
Inspire, challenge, motivate and empower children to achieve high goals.	<input checked="" type="checkbox"/>		A I O R
Demonstrate personal enthusiasm and commitment to making a positive difference to children and young people.	<input checked="" type="checkbox"/>		A I O R
Build and maintain quality relationships through interpersonal skills and effective communication.	<input checked="" type="checkbox"/>		A I O R
Demonstrate personal and professional integrity, including modelling values and vision.	<input checked="" type="checkbox"/>		A I R
Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others.	<input checked="" type="checkbox"/>		A I R

Evidence that candidates meet the Essential/Desired criteria will be obtained through:

Application Form/ Letter	Interview	Lesson Observation	Reference
A	I	O	R