



Southville Primary School

Recruitment Pack

CLASS TEACHER

Learning today for the world
of tomorrow



0208 890 6745



southville.hounslow.sch.uk

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ABOUT THIS ROLE

Job Title	Class Teacher
Start Date	01/09/2025
Pay	Main Scale/Upper Pay Scale dependent on experience
Working Hours	Full time - in accordance with School Teacher Pay and Conditions Document (STPCD)
Contract Type	Fixed term in the first instance
Closing Date	Monday 12 th May Midday
Interviews	W/B 19th May (We reserve the right to interview and appoint as applications are received)

Further Information about Role

We welcome applications from teachers with experience in any primary phase. However, it is likely that our vacancy for the coming year will be in Key Stage 2. (That said, contracts will not specify a certain year group or phase and there could be opportunities for movement to different phases in coming years).

Other than ECTs, all teachers are required to lead an area of the curriculum. Candidates are encouraged to outline curriculum strengths and areas of expertise on the application form.

Candidates are very welcome to visit - we can accommodate those visits during school time. or after school. Please contact the school to make an appointment. We will arrange a tour of the school on interview day for any shortlisted candidates that have not been able to visit.

JOB DESCRIPTION – CLASS TEACHER

Purpose of the Job

To teach pupils within the school, meeting the required teacher standards and to carry out such other associate duties as are reasonably assigned by the Head Teacher.

Applicable Contract Terms and Duties

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document.

Relationships

The post holder is responsible to the Head Teacher for his/her teaching duties and responsibilities. Class teachers are line managed by the Year Leader on a day to day basis. Teachers are required to line manage/deploy support staff based in their class/assigned to children in the class. The post holder may also be responsible for the supervision of the work of support staff and/or trainees.

Particular Responsibilities

The responsibilities of a Class Teacher at Southville is based on:

- tasks as determined by the specific nature of Southville and its pupils and
- b) the National Teachers Standards (2012)

A) EXPECTATIONS AND PRIORITIES AT SOUTHVILLE PRIMARY SCHOOL

Relationships:

To build up positive meaningful relationships with pupils by:

- showing a genuine interest in, and concern for children's wellbeing, being prepared to 'go the extra mile' for each and every child
- treating children with kindness and respect
- considering all kinds of different strategies to break down barriers
- teaching with enthusiasm, passion, creativity and humour
- creating a secure, safe and structured learning environment.

Behaviour:

- to have high expectations of pupil behaviour, and establish a positive environment where good behaviour is acknowledged and rewarded,
- to work with established policies and procedures to maintain high levels of behaviour
- to be able to develop a range of strategies to address the needs of children with challenging behaviour
- to liaise effectively with other staff, parents and outside agencies to meet the needs of individual children

Environment:

- to create an organised, stimulating purposeful environment in which children will learn and develop, including attractive educational displays,
- to ensure that health and safety procedures are followed, and that any health and safety concerns are reported to the Head Teacher immediately.

Inclusion

- to be empathetic in identifying the needs of each individual child, and any possible barriers to learning,
- to be active in addressing these barriers by drawing on support and systems within the school, and by adapting and differentiating day to day work in the classroom.

Parents:

- to endeavour to build up meaningful, constructive relationships with parents and carers, with the aim of working in partnership to assist in the child's progress,
- to actively seek to involve parents in the life of the school, and their children's education,
- to keep parents informed of children's progress and any other issues such as behaviour, general welfare etc.

CPD:

- to take responsibility for leading an area of the curriculum (not ECTs) in accordance with the role agreed within Southville (based on the National Standards for Subject Leaders)
- to actively seek to further own professional development
- to be prepared to work in any year group as deployed by the Head Teacher.

Plus any other task as reasonably requested by a school leader.

This job description may be amended at any time following discussion between the Head Teacher and member of staff.

B) SUMMARY OF THE NATIONAL STANDARDS

Teacher Standards

Preamble:

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.

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
- plan teaching to build on pupils' capabilities and prior knowledge
- 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

Demonstrate a 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, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early 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 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 education 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 schools, in accordance with the school's behaviour policy
- 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 appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on 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

PART TWO : PERSONAL AND PROFESSIONAL CONDUCT

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must 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

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PERSON SPECIFICATION FOR TEACHING POST

	ESSENTIAL	MAY BE AN ADVANTAGE
Experience	Experience of teaching KS1 or KS2	Experience of more than one key stage
Qualifications	Qualified Teaching Status <u>Candidates without this will not be considered.</u>	
Skills/ Knowledge	<p>Ability to communicate effectively both verbally and in writing.</p> <p>Ability to deliver highly effective 'quality first teaching' (and evidence to support this).</p> <p>Evidence of knowledge and understanding of a range of strategies for teaching basic skills.</p> <p>Ability to reflect on own practice, and identify ways to improve teaching and learning.</p> <p>An understanding of, and an ability to apply effective assessment for learning strategies.</p> <p>Evidence of knowledge of the structure of the revised National Curriculum, and ability to deliver this in a creative and imaginative way.</p> <p>Evidence of skills of organisation and management of pupils, including behaviour management strategies.</p> <p>Ability to establish and maintain positive working relationships with colleagues, children and parents.</p> <p>Ability to use ICT effectively to support teaching and learning, including Interactive Whiteboards.</p>	Other skills and interests relevant and transferable to a school setting i.e. sport, music, art, ICT, languages etc.

	ESSENTIAL	MAY BE AN ADVANTAGE
Disposition	<p>Positive attitude and optimistic outlook.</p> <p>Empathetic approach towards children and parents, with a commitment to work towards addressing any barriers.</p> <p>A passion for striving towards delivering an outstanding quality of provision and education, and a commitment to 'going the extra mile'.</p> <p>An eagerness to work as part of a team, both making contributions, and learning from colleagues. Flexibility.</p>	
Other Factors	<p>Commitment to, and passion for inclusion, equal opportunities, anti racial and multi cultural education.</p> <p>A passion for working with children in early stages of primary education.</p> <p>Commitment to becoming familiar with school policies and procedures and to working in accordance with them.</p>	

HOW TO APPLY

If you would like to be considered for this position, please complete and submit the attached application form.

A few tips on completing the form:

- Please make sure that the application form is completed in full - do not miss out any sections.
- Please ensure that any gaps in employment are accounted for.
- Please ensure that one of your referees is your most recent employer (If a school position, the referee should be the Head Teacher, not a colleague).
- Please make sure that your letter of application tells us how you meet the requirements in the Person Specification - sell yourself to us!

Stage	Time Scale
Application Closing Date	Monday 19 th May 2025 Midday
Interviews	Provisionally W/C: 19th May

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact **Miss Jo Lacey - head@southville.hounslow.sch.uk**

EQUAL OPPORTUNITIES MONITORING

Southville Primary School is fully committed to equality of opportunity and diversity, and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability or age. All applications will be considered solely on merit.

Southville Primary School is committed to safeguarding and promoting the welfare of children and young people. Successful candidates will be subject to an Enhanced DBS check.



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CONTACT US

Southville Primary School

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Middlesex, TW14 9NP

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e: office@southville.hounslow.sch.uk

w: southville.hounslow.sch.uk

HOW TO FIND US

We are located roughly half-way down Bedfont Lane.

Public Transport

Tube - Hatton Cross and then the H25 bus to Tachbrook Road followed by a 2 minute walk.

Bus - The H25 is our closest bus. You can also get the 116 to Bedfont Lane OR the 90, 117, 235, 635 and H26 to the Feltham station.

Train - Feltham station, followed by a roughly 10 minute walk.

Travelling by Car

We do have parking on site. Please inform us if you require parking.

