



**North East
Learning Trust**

Classroom Teacher
Diamond Hall Junior Academy
Applicant information pack

Classroom Teacher x2

**Permanent/ Full time
Salary Grade MPS3-MP6**

Diamond Hall Junior Academy is part of the North East Learning Trust and is seeking to appoint a Classroom Teacher to join our dedicated team. This role will be a combination of PPA cover and/or long-term class cover when required.

Diamond Hall Junior Academy is a positive and happy school where the development of the whole child is paramount. As a team, we ensure children are given every opportunity to thrive in an environment of high aspirations, care and mutual respect. Their work is valued and celebrated and all children, regardless of their abilities are of equal worth.

We aim to achieve the highest possible standards in all areas for every child. Our vision, along with all schools in the Trust, is that every child experiences excellence every day.

We are looking for someone who:

- Is an excellent classroom teacher
- Has successful subject lead experience
- Has high expectations of pupil achievement and behaviour
- Has excellent interpersonal, organisational and communication skills
- Is committed to working in partnership with our parents and the local community

We are committed to:

- A thriving, successful school
- A vibrant learning community with enthusiastic and engaging children
- A positive and caring ethos
- An excellent learning environment and resources
- A team of hardworking, dedicated and friendly staff where everyone is valued
- A supportive and effective governing body
- A clear commitment to continuing professional development and an investment in future career development

Deadline: 12 noon on Friday 16th December 2022

Interviews to be confirmed

How to apply:

Application packs can be downloaded from the website.

Letters of application should be no more than two sides of A4 and should be returned with application forms to Michaela.kelly@nelt.co.uk

Post title: Classroom Teacher
Responsible to: Head Teacher
Salary Band: MPS3-MPS6

Job Purpose:

This role will be a combination of PPA cover and/or long-term class cover when required.

- To seek to ensure that pupils attain the highest possible standards in all aspects of school life
- To ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupil's learning
- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.

Professional duties:

In line with the current Pay and Conditions Agreement and Teachers' Standards, it is the responsibility of the post holder to carry out the following professional duties:

Fulfil the role of Primary Class Teacher. This will include:

Generic responsibilities:

- To work consistently to uphold the school's mission statement
- To follow all school policies and procedures
- To work in a co-operative and polite manner with all stakeholders
- To work with pupils in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures and ensure that pupils' safety and well-being is never compromised
- To be polite, co-operative and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff
- To work with visitors in such a way that it enhances the reputation of the school
- To seek to improve the quality of the school's overall service
- To present oneself in a professional way that is consistent with the values and high expectations of the school.

Specific responsibilities:

Teaching:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect
- Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions

- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Pupil progress:

- Promote good progress and outcomes by pupils
- Ensure pupils make the expected rate of progress
- 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
- Encourage pupils to take a responsible and conscientious attitude to their own work.

Subject and curriculum knowledge and pedagogy:

- Demonstrate good subject and curriculum knowledge
- Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects and address misunderstandings
- Demonstrate a critical understanding of developments in the subjects and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for the promotion of high standards of literacy, articulacy and the correct use of standard English
- Demonstrate a clear understanding of systematic synthetic phonics
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics.

Effective classroom practice:

- Plan and teach well-structured lessons
- Ensure all teaching is good
- 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.

Diversity and special needs: meeting the needs of all pupils:

- 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.

Assessment for learning:

- 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 and frequent marking, and encourage pupils to respond to the feedback.

Managing behaviour:

- Manage behaviour effectively to ensure a good and safe learning environment
- Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's discipline policy
- Have high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage the class 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.

The wider professional role of the teacher:

- 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.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Health and Safety:

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly and defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

Safeguarding:

The Trust has a Child Safeguarding Policy and Procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns and record any potential safeguarding incidents appropriately.

Person Specification Classroom Teacher

	Essential	Desirable
Education/Knowledge	• Qualified Teacher Status • Relevant degree	• Higher Education • NPQML/SL
Experience	• Experience of teaching in a primary school setting in particular, teaching Key Stage 2 • Experience of working with children within a learning environment (individuals/groups) • Evidence of recent professional development/training in the teaching and support of the subject	• Experience of teaching Read Write Inc. • Experience leading subject areas
Aptitude and skills	• Ability to work flexibly as part of a team • Ability to maintain a good working environment • Excellent communication skills • Excellent organisational, planning and prioritising skills • Willingness to take responsibility • Ability to use own initiative • Resilient, mature approach • An appreciation of the value of learning • A desire to encourage all young people to succeed	• Ability to initiate activities to enhance provision • Ability to adapt teaching to recognise new and emerging technologies
Personal qualities	• Enthusiasm • Sensitivity to students' needs /self-esteem • Willingness to further develop professional skills • Meaningful contribution to extra-curricular activity • Reliable and conscientious • Desire and ability to learn new skills • High expectations of all students • Caring and supportive • Enthusiastic team player	

References:

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DBS:

North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Pre-occupational health:

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applicants with disabilities will be granted an interview if the essential job criteria are met.