



North East  
Learning Trust

WE'RE LOOKING FOR

A **KEY STAGE 2**

**CLASS TEACHER**

TO JOIN OUR TEAM



**DIAMOND HALL**  
Junior Academy

**Diamond Hall Junior Academy**  
Well Street  
Sunderland, SR4 6JF

0191 563 0975  
enquiries@diamondhalljuniors.co.uk  
[www.diamondhalljuniors.co.uk](http://www.diamondhalljuniors.co.uk)

## Key Stage 2 Class Teacher

**Required as soon as possible**

**Salary / pay scale: M1-M6**

We are seeking to appoint a passionate, inspirational and innovative teacher to join our fast moving, forward thinking school to work in Key Stage 2, on a permanent basis.

### We are looking for someone who:

- Has relevant training and experience of successful teaching and learning
- Has high expectations and standards in achievement and behaviour
- Has a firm belief and strong commitment to inclusive education
- Has a clear understanding of how children are motivated and learn effectively
- Has a creative approach to encourage children to take ownership of their own learning
- Has energy, commitment, enthusiasm and initiative
- Has the ability to work collaboratively and flexibly as part of a highly skilled team and form positive relationships with children, parents, staff and other professionals
- Has the ability to deliver outstanding teaching

### Deadline:

**Monday 27 January 2020, 12 noon**

Shortlisting will take place Tuesday 28 January with interviews taking place week commencing 10 February.

All visits to the school are warmly welcomed.

Please contact the school office on **0191 563 0975** to arrange a visit.

### How to apply:

Application forms should be completed and returned with a supporting letter (no more than two sides of A4 font size 10) to [karen.oliver@diamondhalljuniors.co.uk](mailto:karen.oliver@diamondhalljuniors.co.uk) or by post to Karen Oliver, Admin Services Manager, Diamond Hall Junior Academy, Well Street, Millfield, Sunderland SR4 6JF.



## Job description

### Responsible to

Headteacher

### Job purpose:

To seek to ensure that pupils attain the highest possible standards in all aspects of school life and 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 promote the welfare of children and young people, staff and volunteers. To support and enhance our school's Rights Respecting School ethos.

### Duties and responsibilities:

In line with 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 Class Teacher. This will include:**

##### **Generic Responsibilities**

- To work consistently to uphold the school's mission statement
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders
- To work with pupils in a courteous, positive, caring, responsible and rights respecting 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/Relationships with children, setting high expectations and motivating learners

1. 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**

#### **2. 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**

#### **3. 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 promoting high standards of literacy, articulately 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**

#### **4. 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**

#### **5. 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**

6. 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**

7. 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**

8. 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 wellbeing

The above list of duties is extensive but not exhaustive and may not identify each individual task which may reasonably be requested of the post holder. 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 job description is current at the time of post, but, in consultation with you, may be changed by the head of school to reflect or anticipate changes in the job commensurate with the grade and job title.



## Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"><li>Qualified teacher status (QTS)</li></ul>	<ul style="list-style-type: none"><li>Further professional development</li></ul>
Experience	<ul style="list-style-type: none"><li>Successful teaching in Key Stage 2</li><li>Experience of working well in partnership with staff, children and parents</li></ul>	<ul style="list-style-type: none"><li>Teaching across the whole primary age range</li></ul>
Aptitude and skills	<ul style="list-style-type: none"><li>Has good understanding of the new National Curriculum and secure subject knowledge Has a commitment to placing the child at the centre of the learning process</li><li>Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly Able to monitor, assess and track the progress and attainment of individual learners</li><li>Able to maintain high standards of discipline using positive behaviour strategies Able to manage and direct the work of support staff</li><li>Has a good understanding of current educational initiatives and relevant legislation including Safeguarding and Child Protection, Equal Opportunities, Health &amp; Safety and inclusion</li><li>Competent in the use of ICT</li><li>Communicates well orally and in writing at all levels</li></ul>	
Personal qualities	<ul style="list-style-type: none"><li>Good timekeeping and attendance record</li><li>Passionate about education</li><li>Relates well to Children's Services</li><li>Able to work collaboratively with colleagues</li></ul>	<ul style="list-style-type: none"><li>Willing to take part in extracurricular activities</li></ul>

## **References:**

Any relevant issues arising from references will be taken up at interview.

## **DBS and pre-occupational health:**

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

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

## **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.

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