

St George's Primary School

KS2 Teacher (Fixed Term – Maternity Cover)

With the possibility of an extension or permanent position

Job Title	KS2 Teacher
Required by	ASAP
Reports to	Mrs Skarratts-Jackson – Deputy Headteacher for Key Stage 2
Hours of work	Part time 0.6, fixed term until 31.08.2026 Maternity Cover
Salary	M1-M6
Closing date	Monday 6th October 2025 @ 9.00am
Interview's commencing	Tuesday 14th October 2025

Key Role at St George's

The appointment of a teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STPCD);
- The School Standards and Framework Act 1998;
- The required Standards for Qualified Teacher status;
- Other current legislation.

Our teachers are passionate about the education and personal development of children. They are responsible for ensuring that our children achieve the highest possible standards in learning and personal development. We want teachers who are reflective practitioners; enjoy working collaboratively and commit to research and evidence-based practice.

Our teachers nurture professional relationships. They act with honesty and integrity. They are learners who have strong subject knowledge, and are committed to continuous professional development.

They always model respect. They work with parents; other colleagues and agencies in the best interests of our children.

Essential Considerations When Working at St George's

To promote the ethos and mission of St George's to be a school that ***Nurtures our community through opportunities, innovation and love***

To ensure that we practice effective safeguarding procedures and keep our training up to date with an awareness of latest guidance published by Keeping Children Safe in Education (KCSiE)

Ensure that we always promote inclusion and equality in our actions and professional duties

Ensure that our actions and execution of our professional duties promote British values of:

- Democracy
- Liberty
- Rule of Law
- Mutual respect
- Celebration of different cultures and religions
- Support and engage with the school's 'Living Well Strategy'
- Ensure that you follow all relevant staff conduct policies

Safeguarding

Support school's safeguarding culture and prioritise safety and well being of children in our care at all times

Value and respect the views and needs of children and young people

Have up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people

Display commitment to the protection and safeguarding of children and young people

Work within organisational policies and procedures for safeguarding. Includes guidance from Wirral

Ensure that you report any concerns including those regarding staff members to designated staff or in the case of the head teacher to the Chair of Governors

Ensure that annual training is updated

General

Adhere to all school policies and procedures, particularly those in relation to:

- Safeguarding
- Equality and Inclusion
- Personnel and Human Resources
- Health and Safety
- Data Protection (UK GDPR)

Ensure fidelity to the school's curriculum work through:

- Teaching learning Policies
- Curriculum Aims
- Curriculum Plans
- Inclusion Charter

Attend staff meetings, team meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required. This will be part of direct time responsibilities

Continuously meet at the standards outlined in the DfE's 'Teachers' Standards'

Upper Pay Range staff will maintain their commitments under the school's appraisal policies to:

- **Demonstrate highly competent practice** against teacher standards
- **Make sustained and substantial contribution** to the school

Participate in any performance-related appraisal arrangements made by the school

Take responsibility for completing CPD and maintaining professional knowledge, skills and understanding

Engage with coaching and sharing best practice as part of our professional learning community (PLC) model

Establish effective working relationships with colleagues and set a good example for pupils through a high level of professionalism

Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Deploying support staff effectively

Demonstrate reflective practice and a commitment to improvement by taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

Contribute as a member of one of our curriculum teams:

- English and MFL
- Mathematics
- STEM
- P.E and Personal Development
- Creative Arts
- Humanities

Communicating effectively with parents with regard to pupils' achievements and wellbeing

Promote school's positive behaviour and RESPECT principles

Support the school's work to help initial teacher trainees (ITT) and Early Career teachers (ECTs) thrive in their role

Ensure that all absences are reported following school's absence reporting policies

Teaching Standards

Set high expectations which inspire, motivate and challenge pupils by:

- Establishing a safe and stimulating environment for pupils, rooted in mutual respect
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes for pupils by:

- Being accountable for pupils' attainment, progress and outcomes
- Being aware of pupils' capabilities and prior knowledge, and planning teaching to build on these
- Guiding pupils to reflect on the progress they have made and their emerging needs
- Demonstrating knowledge and understanding of how pupils learn and how this impacts teaching
- Encouraging pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge by:

- Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings
- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship
- Demonstrating an understanding of and taking 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 by:

- Imparting knowledge and developing understanding through effective use of lesson time
- Promoting a love of learning and children's intellectual curiosity
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflecting systematically on the effectiveness of lessons and approaches to teaching
- Contributing to the design and provision of an engaging curriculum within the relevant subject areas

Adapt teaching to respond to the strengths and needs of all pupils by:

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development
- Having a clear understanding of the needs of all pupils, including pupils with SEND, pupils of high ability and pupils with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment by:

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Making use of formative and summative assessment to monitor pupils' progress
- Using relevant data to monitor progress, set targets, and plan subsequent lessons
- Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment by:

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently & fairly
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintaining good relationships with pupils, exercising appropriate authority, and acting 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

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

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

All candidates must be aware of the safeguarding nature of this work.

The school is committed to safeguarding the welfare of children and expects all staff to share this commitment.

This post is subject to an enhanced DBS check and satisfactory references.

All applicants will be considered on the basis of suitability for the post regardless of sex, race or disability.

The successful candidates will receive a full induction for their role including safeguarding awareness and practice.

Our school promotes well-being in all staff and has committed to reducing workload.

We encourage staff to join trade associations (unions) and welcome positive input and feedback from trade associations.

In line with Keeping Children Safe in Education, we will undertake general online searches for all shortlisted candidates, this may include social media and video platforms such as Facebook, Twitter, Instagram, Tik Tok and You Tube. Online searches will only examine data that is publicly available, and the aim is to identify any incidents or issues. Any areas of concern will be discussed during the interview process.

For further information about Safer Recruitment procedures please refer to the school's website:

<https://www.stgeorges.wirral.sch.uk/page/safeguarding-at-st-georges/36170> and Wirral Council's Child Protection Procedures; <https://www.wirralsafeguarding.co.uk/procedures/>.

We also have a working with us page that explains the expectations and support for staff employed at St George's:

<https://www.stgeorges.wirral.sch.uk/page/working-at-st-georges/132493>

Personal Specification

	Essential Attributes	Desirable Attributes
Qualifications & Training	<ul style="list-style-type: none"> Recognised teaching qualification A 2:2 or above degree in their subject area or a related subject 	<ul style="list-style-type: none"> A postgraduate qualification; e.g., a master's degree, NPQ qualification, diploma etc A first aid certificate Evidence of further training in SEND, inclusion, equality or other statutory areas
Skills & Experience	<ul style="list-style-type: none"> At least one years of experience teaching within a school environment Conducting assessments, keeping records and producing reports on pupils Delivering primary national curriculum Writing and adapting planning based on prior learning and children's needs Implementing safeguarding procedures in schools 	<ul style="list-style-type: none"> Experience teaching key stage 2 pupils
Knowledge	<ul style="list-style-type: none"> A clear understanding of the national curriculum Good subject knowledge to help you design schemes of work and adapt teaching Knowledge of effective inclusion strategies to improve the quality of teaching and learning An understanding of how to promote positive behaviour and effective behaviour for learning Ability to work well in teams and contribute to team planning and improvement strategies The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and safeguarding 	<ul style="list-style-type: none"> An understanding of relevant legislation and educational developments An understanding of how evidence-based practice and research can be used to enhance teaching Commitment to coaching, mentoring and other developmental practice An understanding of how assessment can be used to improve practice Ability to enthuse and engage pupils
Personal Qualities	<ul style="list-style-type: none"> Promote the school's aims and ethos Use effective strategies to motivate children Develop good personal relationships within a team Establish and develop close relationships with parents, governors, multi agency partners and the community Communicate effectively (both orally and in writing) to a variety of audiences Create a happy, challenging and effective learning environment 	<ul style="list-style-type: none"> Organising and participating in extracurricular activities

Verified by -

