



Cathcart Street Primary School Year 4 Class Teacher

Job Title	KS2 Class Teacher
Required by	January 2025
Reports to	Mrs Catherine Cookson –Headteacher
Hours of work	Full time, 1.0
Salary	M1-UPS
Closing date	Monday 24th November 2025 at 12pm
Interview's commencing	w/c Monday 1st November 2025

The Governors and SLT at Cathcart Street Primary School are seeking to appoint an outstanding Class Teacher for our fantastic KS2 pupils. We are looking for someone who is passionate about education and nurtures a love of learning for each individual child.

The successful candidate will:

- Holds a relevant teaching qualification (QTS or equivalent) and has experience teaching within Key Stage 2.
- Demonstrates high expectations for all students and a commitment to raising achievement.
- Possesses excellent communication and interpersonal skills to build strong relationships with children, families, and colleagues.
- Demonstrates effective positive behaviour management strategies to promote a productive learning environment.
- Is enthusiastic about creating engaging and stimulating learning environments.
- Utilises a variety of teaching strategies to accommodate different learning styles and needs.
- Is confident in delivering the National Curriculum, particularly in literacy and numeracy.
- Embraces inclusive practices and celebrates diversity within the classroom.
- Be committed, resilient and hardworking.
- Be dedicated to working well as a team and have excellent communication skills.
- Be able to build relationships with all members of our school community.
- Demonstrate drive and enthusiasm and promote high expectations to ensure our pupils receive quality first teaching.



- Be prepared to participate in all aspects of school life.
- Be adaptable and have ambition and flexibility
- Be prepared to lead a subject within our school curriculum.

In return, we offer:

- A caring school community supported by a strong, effective and vibrant Governing Body together with an engaged wider school family.
- Happy, well behaved, confident children who are eager to learn and enjoy all aspects of school life.
- A challenging and rewarding role having a direct impact on children's lives.
- A dedicated staff team who strive for high standards of teaching and learning who help and support each other.

We welcome anyone wishing to visit our school, please arrange this by emailing businessmanager@cathcartstreet.wirral.sch.uk

Essential Considerations When Working at Cathcart

To promote the ethos and mission of Cathcart to be a school that promotes ***Be Ready. Be Kind. Be Safe – Be your best self***

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
- 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 • Geography • History • PSHE & RSE • RE • Art • Computing • DT • English • Maths • MFL • Music • PE • Science
Communicating effectively with parents with regard to pupils' achievements and wellbeing
Promote school's positive behaviour and relationship 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 Positive Behaviour and Relationship 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 understand, 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.

The amendments to the Exceptions Order 1975 (2013, 2020 & 2023) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

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.cathcartstreet.wirral.sch.uk/web/safeguarding_policy/231921

and Wirral Council's Child Protection Procedures;

<https://www.wirralsafeguarding.co.uk/procedures/>.

