



KS2 Class Teacher

Salary / grade range	MPS
Location	Co-op Academy Portland
Reports to	Executive Headteacher members of Senior Leadership Team & Governing Body

Purpose of role: To ensure all pupils meet their potential and achieve high standards in their learning whilst demonstrating the Co-op *Ways of Being*.

To promote a wider educational offer where appropriate including enrichment activities, booster sessions and subject leadership whilst being resilient, enthusiastic and optimistic in a high accountability school environment.

Experience of working with Pupil Premium children is desirable

Key accountabilities (and specific duties / responsibilities):

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 ALL pupils
- Leading by example and demonstrating consistently the positive attitudes, values and behaviours, which are expected of all pupils in line with the ethos and values of the school

Promote good progress and outcomes for pupils by:

- Being accountable for pupils' attainment, progress and outcomes
- Planning teaching to build on pupils' capabilities and prior knowledge
- 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 on teaching
- Encouraging pupils to be active learners and take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge by:

- Having a secure knowledge of all curriculum areas, fostering and maintaining



pupils' interest in the subject, and addressing misconceptions

- Demonstrating a critical understanding of developments in curriculum areas, and promoting the value of learning and scholarship
- Demonstrating an understanding of, and take responsibility for, promoting high standards of literacy, oracy and the correct use of Standard English, regardless of the teacher's specialist subject
- Demonstrating a clear understanding of the teaching of reading and writing, including the KS2 grammar rules and end of year expectations
- Demonstrating a clear understanding of the teaching of mathematics and end of year expectations

Plan and teach well-structured lessons:

- Impart knowledge and develop skills and understanding through effective use of lesson time
- Promote a love of learning and foster children's intellectual curiosity
- Set and assess homework, where appropriate
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the review, design and provision of an engaging curriculum

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

- Knowing when, and how, to engage children appropriately, using approaches that demonstrate a Quality First Teaching approach
- 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 know how to adapt teaching to support pupils' education at different stages of development
- Making effective use of resources, including the deployment of other adults, to impact positively on pupil learning and progress (including creating and maintaining an inclusive classroom)
- Having a clear understanding of the needs of all pupils, including: those with special educational needs; those of higher 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 on their learning journey

Make accurate and productive use of assessment by:

- Undertaking formative, summative and statutory assessments in line with the



Academy's policy and assessment calendar

- Making use of formative and summative assessment to plan for and secure pupils' progress
- Using data to monitor progress, set targets, and plan subsequent lessons
- Giving pupils regular and timely feedback, both verbally and at times deeper marking, where appropriate
- Preparing and presenting written and verbal reports for parents and carers, senior leaders and subject leaders

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

- Having clear rules and routines for behaviour in classrooms taking responsibility for promoting and modelling courteous behaviour both in classrooms, around school and when learning in an environment off-site, in line with the Academy's behaviour policy
- Having high expectations of behaviour adopting a wide range of strategies, (including praise, sanctions and rewards), consistently and fairly all the while taking into account the needs of the individual pupils as well as the collective class in line with Behaviour Policy
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Building and maintaining good relationships with pupils throughout the academy
- Ensuring the learning environment is kept well-ordered and presented, tidy and free from hazards

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the Academy and the Trust (including keeping displays/working walls in the classroom and around the school up to date and of a high standard)
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploying support staff and other adults in a support role effectively
- Liaising with external agencies with regard to pupil progress, safety and welfare
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers
- Working with other staff across the Trust and in other maintained schools.
- Communicating effectively with parents with regard to pupils' achievements and wellbeing
- Leading or co-leading (if an ECT) on the development of a curriculum area throughout the academy



- To complete CPOMS records and referrals everyday to ensure effective monitoring of high needs/concern pupils

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status (Primary) or other educational qualification • Qualified to degree level or above • Evidence of further professional development 	 E E D	 (A) (A) (A)(I)
Experience <ul style="list-style-type: none"> • Recent experience of teaching in Key Stage 1 • Recent experience of teaching in Key Stage 2 • Ability to raise attainment of all pupils and evidence this • Ability to reflect on practice and improve teaching methods to increase pupil achievements • Ability to continually improve teaching and learning through schemes of work, assessment and extra-curricular activities etc. • Experience of working with PP children • Experience of excellent subject leadership in PE, DT or Music 	 E D E E D D D	 (A) (A) (A) (A) (A)(I) (A)(I) (A)(I)
Skills, Ability, Knowledge <ul style="list-style-type: none"> • Up to date secure knowledge of all primary curriculum areas including EYFS and early childhood development • Clear understanding of the teaching of early reading and writing 	 E E D	 (A)(I) (A)(I) (A)(I)



<ul style="list-style-type: none"> • Experience or knowledge of Read Write Inc and Maths No Problem • Clear understanding of metacognitive approaches • Ability to use strategies needed to establish consistently high aspirations and standards of outcomes and behaviours • Able to play a full and active role in a team • Clear understanding of expectations, accountabilities and consistency • Motivated to continually improve standards and achieve excellence • Commitment to safeguarding and welfare of all pupils • Excellent classroom practitioner with research based understanding of how pupils learn • An understanding of Rosenshine’s Principles • An understanding of trauma informed practice • Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward with knowledge of the Restorative Justice approach • Excellent communication, planning and organisational skills 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>E</p> <p>E</p> <p>E</p>	<p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Understand when and how to seek advice and support • Able to develop and maintain good relationships with staff, parents, pupils, governors and the wider community • Committed to own professional development • Able to reflect on own practice and identify areas for improvement • Moral purpose (equality, children and adults treated with respect) • Excellent communicator (listening, putting message across) • Use of initiative 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p> <p>(A)(I)</p>



Academies Trust

- The Co-op Academies Trust is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.
- We are committed to equality of opportunity for all colleagues and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.
- All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Application (A)
Interview (I)
Presentation (P)
Observation (O)
Task (T)