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| Vacancy – Class Teacher  |  | | --- | | **Salary:** MPS - UPS | | **Reporting to:** Headteacher | | **Location:** Lilycroft Primary School |   Who we are looking for  We are looking for an ambitious and inspiring class teacher to work in our wonderful school. We are open to candidates who wish to teach across EYFS, KS1 and KS2 and have the flexibility to move staffing around for the right candidate. This is for a September 2025 start and is a permanent, full time position. We would love to show you around our amazing school with our Headteacher Leah Florence and have availability on Monday 17th March 4:30pm or Wednesday 19th March 4:30pm. Please contact Holly Whyte - Deputy Headteacher [holly.whyte@priestley.academy](mailto:holly.whyte@priestley.academy) to confirm or if you require further information. Closing date is 9am 26th March. Interviews to be held Wednesday 2nd April.  About our school  Lilycroft is a much larger than average-sized primary school in a beautiful Grade II listed building. The school is situated in an area of high deprivation where Pupil Premium is currently 31%. There are 414 on roll. Almost all pupils are Pakistani Muslim, but we have a total of 17 different languages in school and 91% EAL. The majority of pupils are at an early stage of learning to speak English when they arrive but this develops quickly due to the quality of teaching in the school. We are an inclusive school and have approximately 11 children with an EHCP. The school is well liked and respected in the community, so mobility is low. Our progress scores in all areas was above national average and we are very proud of this. At our last recent inspection in November 2024 the school was judged to be Good in all areas with a strong focus on the behaviour and attitudes of all children *‘from the youngest age, children are well supported in managing their behaviour and following routines. Staff help pupils to develop positive attitudes that enable them to focus on learning.’* |
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**Main purpose of the job:**

* To ensure high quality teaching, effective use of resources and the highest standards of care, learning and achievement for all pupils.

#### Knowledge and Understanding:

* To have an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work.
* To take responsibility for implementing school policies and practice with consistency, including those relating to equality of opportunity.
* To plan effective sequences of learning to ensure pupils acquire, practice and embed knowledge, including meeting the needs of all pupils to ensure an inclusive learning environment
* To assess how well pupils acquire and understand new learning (knowledge) within lessons and over longer periods of time.
* To record assessments in line with school and national assessment procedures and practices.
* To provide all pupils with feedback on their learning so that they know what they will learn, have learnt and how to strengthen future learning.
* To provide feedback to leaders and parents on how well individuals learn and what is needed to improve.
* To create a safe, stimulating and inclusive learning environment that supports learning and in which pupils feel secure and confident.
* To promote positive relationships and consistent expectations and practice for routines which support good behaviour and development by consistently following staff and pupil behaviour policies.
* To take responsibility for professional development (seeking out support and supporting others when needed).
* To co-ordinate an area of the curriculum and lead on a subject across school.
* To work effectively as a member of the school team, establishing and maintaining good relationships with colleagues, parents and pupils.
* To manage support staff and other adults effectively, involving them, where appropriate, with the planning and management of pupils’ learning.
* To develop links with parents and carers of children throughout school involving them in school life as much as is possible.
* To follow Child Protection and Safeguarding policy and practice keeping clear lines of communication with the safeguarding team at all times.



# Person Specification

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| **Qualifications and Training** | **Essential** | **Desirable** |
| * Qualified Primary Teacher * Recent relevant CPD -ie: curriculum understanding of lesson planning and assessment (intent and implementation) * Recent training in Early Reading / phonics (KS1) / SEND / curriculum/ subject leadership * Recent experience of teaching across the Primary age range (4 – 11); * Evidence of interest in educational research: Eg: Retrieval practice, Reading for Pleasure | ü  ü | ü  ü  ü |
| **Knowledge** |  |  |
| * Excellent interpersonal and communication skills at all levels * Ability to model and secure high standards of pupil achievement and behaviour * The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents and governors * Ability to work as part of an effective team * Ability to provide a broad, balanced, relevant and creative curriculum * Ability to inspire, lead and motivate children * Confident user of ICT * Excellent organisational and time management skills and an ability to prioritise effectively * Evidence of parental involvement to improve quality of children’s learning * An awareness / knowledge of statutory assessment * A thorough knowledge and understanding of how children learn * A thorough grasp of current educational issues * Evidence of the use of data to record and track attainment and progress * Knowledge of the national curriculum/ Early Years framework and its assessment, recording and reporting requirements | ü  ü  ü  ü  ü  ü  ü  ü | ü  ü  ü  ü  ü  ü |

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| **Experience** |  |  |
| * Experience of working with children of relevant age, assisting in their development. * Experience of working as part of a team. * Experience of working with pupils with additional needs. * A record of strong classroom practice * Successful implementation of assessment techniques to inform teaching and learning * Successful experience working with children with a variety of learning needs (eg: New to English, SEND) * Experience of planning to meet the needs of children with special educational needs (including those with EHCPs and social and emotional need) * Successful teaching experience in more than one setting * Experience of effective involvement of parents in their children’s education * Effective curriculum leadership and management * Working knowledge of the Concrete, Pictorial and Abstract teaching methods in Mathematics * Planning and delivery of systematic phonics | ü  ü  ü  ü  ü  ü  ü | ü  ü  ü  ü  ü |
| **Disposition / attitude** |  |  |
| * An outstanding passion and drive for raising standards and implementing an innovative curriculum * A willingness to embrace and seek feedback as a tool for personal progress * A willingness to support a church school ethos * Commitment to equal opportunities * Positive, enthusiastic and resilient, thrives on challenge * Commitment to personal and professional development * Commitment to whole school improvement * Evidence of continual professional and personal development | ü  ü  ü  ü  ü  ü  ü | ü |
| **Other** |  |  |
| * Candidates should indicate an acceptance of and commitment to the principles underlying the Council’s Equal Rights policies and practices. * Must be legally entitled to work in the UK. * No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (CRB check required as appropriate.) * If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use) * Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995. | ü  ü  ü  ü  ü |  |

**This post is subject to satisfactory vetting, including a satisfactory enhanced disclosure from DBS**