

Job Description

Primary School Trained Teacher

Role outline:

In addition to the Conditions of Employment for teachers laid down in Part the School Teachers' Pay and Conditions document 2008, to provide strategic leadership and hold accountability for standards achieved within a given phase and quality order to:

- Secure high-quality teaching and learning, effective resources and improved achievement for all children.
- Ensure that teaching is organised to meet the aims and objectives of the teaching and learning policy.
- To demonstrate a consistently high standard of classroom management and practice and teach within the framework of the school policies and guidelines paying particular attention to equal opportunities and behaviour management.

Key responsibilities:

- Consistently and continuously raise achievements and standards.
- Ensure all children access outstanding provision.
- Secure effective partnerships with parents and the community

Professional Knowledge and Understanding

- Remain up to date with developments within the school.
- Have the skills and attributes of: Personal impact, adaptability, enthusiasm, integrity and commitment.

Standards and Expectations

- Develop a collaborative ethos which enables everyone to work to achieve common goals.
- Ensure individual team accountabilities are clearly defined, understood and agreed. This includes planning, observing, reporting and assessment.
- Ensure every child has access to high quality teaching and learning.

Teaching and Learning

- Drive a continuous and consistent focus on pupils' achievement, using school assessment systems to monitor progress. This includes leading team meetings and moderation of standards.
- Establish creative, responsive and effective approaches to teaching.
- Monitor, evaluate and review the effectiveness of teaching.
- Create a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Manage and organise the learning environment within the classroom to ensure it reflects the school's high standards.
- Manage budgets to support the achievement of outstanding provision.
- Use and integrate a range of technologies effectively and efficiently.

Building Relationships

- Promote and maintain a culture of high expectations for self and others.
- Ensure effective planning, allocation, support and evaluation of work of teams and individuals.
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders

Community Engagement

- Work with Governors and the Leadership team to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work.
- Ensure that planning is child centred and considers the diversity of individual children teaching and learning.
- Create and maintain effective partnerships with parents to support and improve pupils' achievements and personal development.
- Develop effective links with the community to extend the curriculum, enhance teaching and broaden learning opportunities.
- Maintain effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve.

Data Protection

- It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data Protection Act 1984 for the security, accuracy and significance of personal data held on such systems.

Health and Safety

- Ensuring the safety of all staff and pupils within class team by monitoring risk assessments, planned trips and visits and any school activities with a risk potential. This includes ensuring all staff within class team are aware of potential risk factors and school procedures for managing risk effectively.

Safeguarding

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the LA and school.

PolyMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All offer of employment is subject upon the Academy Trust receiving an Enhanced Disclosure and Barring Service Certificate (DBS), which the Academy considers to be satisfactory. If you are successful in your application, you will be required to complete a DBS Application Form. Any information disclosed will be handled in accordance with the Code of Practice published by the Disclosure and Barring Service. The post you are applying for is exempt from the Rehabilitation of Offenders Act 1974 and it is therefore an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

In accordance with KCSIE 2025 shortlisted candidates will be subject to an online profile and social media check.

Person Specification

Primary School Trained Teacher

Qualification Criteria	Essential	Desirable	
Qualified to teach and work in the UK with primary school experience	Y		Application Form
Relevant SEN qualifications/training	Y		Application Form
Experience in primary education or teaching pupils working at primary developmental levels	Y		Application Form
To be graduate and possess QTS e.g. PGCE	Y		Application Form
Experience leading department wide projects		Y	Application Form
Knowledge, Skills and Experience	Essential	Desirable	
Experience of working with children with ASD/MLD	Y		Application Form
Awareness/experience of using a range of teaching strategies designed to meet educational needs of children with ASD/MLD	Y		Application Form
Experience of working in a school environment, preferably within SEN, with ability to understand the complexities and challenges of working in this unique environment.	Y		Application Form
Understanding of the national curriculum and curricula appropriate for a range of pupils with ASD/MLD/Complex Needs, especially those working at significantly below.	Y		Application Form
Understanding of appropriate assessment, planning, recording and reporting strategies – particularly in relation to pupils with ASD/MLD/Complex Needs	Y		Application Form
Knowledge of effective teaching and learning strategies, and confident in the ability to adapt teaching to meet pupil's needs.	Y		Application Form/ Interview
To be able to confidently communicate effectively with pupils, parents, and carers.	Y		Application Form/ Interview
Be or demonstrate the potential to become an outstanding teacher with a track record of success	Y		Interview
Effective and systematic behaviour management	Y		Interview
Ability to enhance teaching delivery and learning by the use of ICT	Y		Application Form/ Interview
To contribute to the education, development, and welfare of designated classes of pupils in accordance with the requirements of the current Conditions of Employment of Teachers.		Y	Application Form / Interview
To provide guidance, support, and advice		Y	Interview

to pupils on educational, emotional, and social matters in accordance with safeguarding policies.			
To develop skills to meet the learning needs of all pupils in school, including those with significant difficulties/disabilities e.g.physical, emotional, social, behavioural, sensory and communication.		Y	Interview
Behaviours	Essential	Desirable	
Genuine passion for and a belief in the potential of every pupil	Y		Interview
A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and you understand how and when to take appropriate action	Y		Application Form/ Interview
Deep commitment to providing and excellent education to every pupil, regardless of background	Y		Application Form/ Interview
Excellent interpersonal, planning and organisational skills	Y		Interview
Resilient, motivated and committed to achieving excellence	Y		Interview
Reflective and proactive in seeking feedback to constantly improve practice	Y		Interview
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	Y		Interview
Commitment to and understanding of professionalism in line with the National Teaching Standards	Y		Interview
Other			
Willingness to undertake training	Y		Interview