



Elmridge Primary School

BRIGHT FUTURES EDUCATIONAL TRUST

Elmridge Primary School
Wilton Drive, Hale Barns,
Altrincham, Cheshire WA15 0JF

0161 980 4941

admin@eps.bright-futures.co.uk

www.elmridge.bright-futures.co.uk

JOB DESCRIPTION

ROLE: CLASS TEACHER

RATE OF PAY: MPR

RESPONSIBLE TO: PRINCIPAL

MAIN PURPOSE

To carry out the professional duties of a teacher and to secure high-quality teaching, strong curriculum implementation and positive outcomes for all pupils at Elmridge Primary School.

Teachers at Elmridge play a vital role in **unlocking potential, inspiring success and celebrating diversity**, ensuring every child thrives academically, socially and emotionally.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards, DFE, 2011)

Teachers' Standards, DFE, 2011. A teacher must:

- Set high expectations which inspire, motivate and challenge pupils (TS1)
- Promote good progress and outcomes by pupils (TS2)
- Demonstrate good subject and curriculum knowledge (TS3)
- Plan and teach well-structured lessons (TS4)
- Adapt teaching to respond to the strengths and needs of all pupils (TS5)
- Make accurate and productive use of assessment (TS6)
- Manage behaviour effectively to ensure a good and safe learning environment (TS7)
- Fulfil wider professional responsibilities (TS8)
- Demonstrate consistently high standards of personal and professional conduct (PART TWO)

KEY RESPONSIBILITIES

Knowledge and Understanding

- Knowledge of the school's aims, priorities and action plans
- Secure understanding of statutory curriculum and assessment requirements
- Strong understanding of high-quality teaching and how to sustain high standards
- Understanding of the SEND Code of Practice and its implications for teaching and learning

Teaching and Learning

- Plan and deliver high-quality lessons that meet the needs of all pupils

Principal: Rebecca Bolton



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- Set clear learning objectives and success criteria in line with the National Curriculum
- Use a range of teaching strategies to engage and motivate pupils
- Adapt teaching to respond to the strengths and needs of all pupils, including those with SEND, EAL and disadvantaged backgrounds
- Promote high standards of literacy, numeracy and oracy across the curriculum
- Create a safe, stimulating and inclusive learning environment

Assessment and Progress

- Assess, record and report on the development, progress and attainment of pupils
- Use assessment effectively to inform planning and address gaps in learning
- Maintain accurate and up-to-date records in line with school policy
- Contribute to pupil progress meetings and support targeted interventions
- Provide clear, constructive feedback in line with the school's Assessment and Feedback Policy

Behaviour and Relationships

- Establish clear expectations for behaviour and consistently apply the school's Behaviour Policy
- Build positive relationships with pupils based on mutual respect
- Teach and reinforce learning behaviours that support independence and self-regulation
- Build strong, respectful relationships with pupils, supporting both academic and personal development

Curriculum and Wider School Contribution

- Contribute to the development and implementation of the school's curriculum
- Work collaboratively with colleagues to ensure consistency and progression across year groups
- Take responsibility for a subject or area of the curriculum (if required)
- Contribute to the wider life of the school, including clubs, trips and enrichment opportunities

Professional Responsibilities

- Engage fully with professional development, including whole-school CPD and coaching
- Reflect on practice and respond to feedback to continually improve
- Work collaboratively with colleagues, support staff, parents and external agencies
- Communicate clearly and professionally with families
- Uphold and actively promote the school's values: **Challenge, Compassion and Collaboration**

Safeguarding

- Be fully committed to safeguarding and promoting the welfare of all pupils
- Follow all safeguarding policies and procedures in line with statutory guidance
- Report concerns promptly and accurately



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PERSON SPECIFICATION – CLASS TEACHER

Category	Essential	Desirable	Method of assessment
Qualifications, Education, training	<ul style="list-style-type: none"> • Qualified Teacher Status • GCSE English and Mathematics up to GCSE grade 4 or above • Knowledge and understanding of curriculum areas within the primary curriculum 		<ul style="list-style-type: none"> • Application form • Certificates
Relevant Experience	<ul style="list-style-type: none"> • A successful classroom teacher or successful experience on teaching practices • Teaching practices across two key stages as part of training • Teaching Practice in Early Years if relevant to the role 	<ul style="list-style-type: none"> • Range of additional experiences with primary age children • Experience of working with children with SEND • Experience of working with children with EAL 	<ul style="list-style-type: none"> • Application form • Interview
Knowledge, skills and abilities	<ul style="list-style-type: none"> • A sound knowledge of the National Curriculum and/or EYFS Framework • Ability to deliver the programme of study of the National Curriculum subjects adapted to meet need • Sensitivity towards the requirements of children with Special Educational Needs • Good IT skills including knowledge of Microsoft Office, including Word, Excel and PowerPoint 	<ul style="list-style-type: none"> • Potential to contribute to the development of a specific subject area • Ability to suggest and implement initiatives to raise standards • Experience of liaising effectively with outside agencies • Experience of developing community links • Experience of encouraging parent/family liaison and participation 	<ul style="list-style-type: none"> • Application form • Interview • Task

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Category	Essential	Desirable	Method of assessment
	<ul style="list-style-type: none"> • Strong verbal and written communication skills • Ability to build strong working relationships with all stakeholders • Ability to work under pressure and unsupervised on own initiative working to deadlines • Ability to preserve confidentiality and discretion 		
Our Values	Challenge: Maintains high expectations and continually improves teaching to secure strong pupil outcomes.		<ul style="list-style-type: none"> • Interview • Task
	Compassion: Builds respectful relationships, and prioritises wellbeing, ensuring all pupils feel safe, supported and valued.		<ul style="list-style-type: none"> • Interview • Task
	Collaboration: Works effectively with colleagues, families and pupils, contributing positively to the wider school community.		<ul style="list-style-type: none"> • Interview • Task

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

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