

## Bramingham Primary School

Freeman Avenue, Luton, Bedfordshire LU3 4BL

**T** 01582 617500

**E** office@bramingham.net

**W** www.bramingham.net

EVERY individual, EVERY achievement and EVERY moment matters



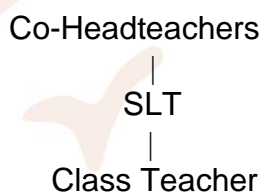
### JOB DESCRIPTION

**TITLE:** Class Teacher  
**SCHOOL:** Bramingham Primary School  
**RESPONSIBLE TO:** Co-Headteachers  
**GRADE:** Mainscale or Upper Pay Spine

**PURPOSE OF POST:** The postholder has a teaching commitment in the school. The teacher will contribute to the School Plan, supporting the ethos, aims and vision of the school in accordance with the five outcomes in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

### ORGANISATION CHART:



### PRINCIPAL RESPONSIBILITIES:

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching in a designated year group.

1. Assist in whole school, year group and lesson planning which meets the needs of all pupils.
2. Co-ordinate/ act as a subject specialist in\* a curriculum area including monitoring and assessment, policy assessment and teaching strategies, consulting with colleagues and feeding back to the Leadership Team.
3. Monitor and assess pupil results and progress, ensuring appropriate records have been kept, and use performance data to inform individual pupil, class and year group targets, lesson planning and the preparation of differentiated work, which meets the needs and potential of all pupils.
4. Support the school's pastoral system, within the year group, class and with individual pupils.

**Miss P Sutton** CO-HEADTEACHER Assessment & Maths Coordinator

**Mrs S Bains** CO-HEADTEACHER Special Educational Needs Coordinator (SENCO)

To contact either Headteacher please email [headteacher@bramingham.net](mailto:headteacher@bramingham.net)



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5. Contribute to the school's performance management process, coaching and mentoring colleagues and PGCE/ITT students, as required, monitoring some teaching in the curriculum area and the input of class support staff.
6. Contribute to the effective deployment of support staff and resources (ICT and consumables) within the class.
7. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Comply with school policies and procedures in areas such as assessment, marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings, parental events.
8. Ensure personal professional development, being up-to-date in national and local developments, participating in whole school and individualised INSET and sharing with others.

### **DIMENSIONS:**

#### **Financial Resources:**

#### **Other:**

#### **Disclosure of Convictions**

It is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

You may be asked for further information about your criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a criminal record check is requested. This check will be cross referenced against the Adults and Children's Barred Lists. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks which will include a check with the Disclosure & Barring Service (DBS). Note, it is an offence to apply, offer or accept any work with children (paid or unpaid) if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds, and to this end may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

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### Disclosure & Barring Service (DBS)

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

*The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.*

*CVs will not be accepted for any posts based in schools*



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### Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

**Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.**

| Attributes              | Essential  | How Measured | Desirable  | How Measured |
|-------------------------|--|--------------|--|--------------|
| <b>Experience</b>       | Teaching in the relevant Key Stage.  | 1,2          | Working with children with English as an Additional Language.                    | 1,2          |
|                         | Using data to inform target setting and planning.  | 1,2          | Experience of working with children with physical and medical disabilities.      | 1            |
| <b>Skills/Abilities</b> | Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).                                  | 1,2          | Able to coach and mentor others.   | 1,2          |
|                         | Able to use IT to support both the curriculum and work organisation.   | 1,2          | A clear understanding of what it means to adopt a thematic approach to planning. | 1            |
|                         | Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.   | 1,2          |  |              |
|                         | Able to monitor and evaluate teaching and learning.  | 1,2          |  |              |
|                         | Able to identify the necessary resources which ensure high quality teaching and learning.  | 1,2          |  |              |
|                         | Able to assess the needs of individuals to inform lesson planning.   | 1,2          |  |              |
|                         | Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.                      | 1,2,5        |  |              |
|                         | Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English | 5            |  |              |

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|                               |   |       |   |     |
|-------------------------------|---|-------|---|-----|
|                               |   | 1,3,5 |   |     |
| <b>Equality Issues</b>        | Demonstrable commitment to inclusive teaching and learning.                           | 2,5   |   |     |
|                               | Awareness of the effects of discrimination on pupils, parents, colleagues and policy. | 1,2   |   |     |
| <b>Competencies</b>           | Able to demonstrate the appropriate motivation to work with young people              | 1,2   |   |     |
|                               | Able to form appropriate relationships with young people                              | 1,2   |   |     |
|                               | Emotional resilience in working with challenging behaviours                           | 1,2   |   |     |
|                               | Appropriate attitudes to the use of authority and maintaining discipline              | 1,2   |   |     |
| <b>Specialist Knowledge</b>   | Subject/KS, curriculum knowledge  | 1,2,5 |   |     |
| <b>Education and Training</b> | Qualified Teacher Status  | 4     | Evidence of meeting the threshold standards.                      | 1,2 |
|                               | Evidence of ongoing cpd.  | 1,2   | Sustained and substantial performance in the threshold standards. | 1,2 |
| <b>Other Requirements</b>     |   |       |   |     |

( 1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification  
5 = Practical Exercise )

We will consider any reasonable adjustments under the terms of the Equality Duty Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety

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### (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people; Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.*

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