



## Class Teacher

Laburnum School is an exceptional primary school that offers a warm, welcoming, and nurturing learning environment for children aged 3-11. We are looking for an experienced and creative Class Teacher to join our team and play a key role in motivating and inspiring young learners.

At Laburnum Primary School we emphasise the importance of kindness, civility, and inclusivity in a text-rich, teacher-led learning environment. We want our pupils to leave our primary schools equipped for success in the next stage of their educational journey, and to achieve this we teach an academic curriculum enhanced by an entitlement to enrichment for all.

We believe in pro-actively supporting pupils to successfully achieve high standards of conduct, resulting in very high expectations, and a calm and consistent learning environment where pupils feel safe, valued and can thrive. We think this makes for a warm and happy school, where teachers can teach and pupils can learn, but moreover enables us to give pupils the foundations they need to lead happy and fulfilling lives.

### Key Duties

- To teach the Advantage Schools curriculum to a cohort of pupils
- To ensure effective use of assessment that leads to responsive action aimed at filling gaps in knowledge
- To ensure that teaching and learning practice is supported by the most robust research and evidence
- To maintain and contribute to the development of the curriculum and champion the school's approach to curriculum development and delivery
- To work as part of the teaching team and, where appropriate, help develop other teaching staff
- To support very high expectations and standards in all aspects of school life in keeping with the vision for the school
- To ensure that safeguarding procedures and practices are followed with rigour.

### The successful candidate will have:

- **Passion for Education:** Ideal candidates should have a genuine love for teaching and a strong desire to make a difference in the lives of their students.
- **Creativity:** Primary school students respond well to engaging and creative teaching methods. Ideal candidates should be able to think outside the box and come up with new and exciting ways to teach.
- **Excellent Communication Skills:** Ideal candidates should be able to communicate effectively with both students and parents. They should be able to explain complex ideas in simple terms and be able to give constructive feedback.
- **Strong Organisational Skills:** Primary school teachers have a lot of responsibilities, and it is important to be organised and efficient. Ideal candidates should be able to manage their time effectively and have strong organisational skills.
- **Team Player:** Teaching is a collaborative effort, and ideal candidates should be able to work well with colleagues and other members of staff.
- **Continuous Learning:** Ideal candidates should be committed to ongoing professional development and should be willing to learn and adapt to new teaching methods and technologies.

### JOB SPECIFICS

**Start date:** 1<sup>st</sup> September 2026

**Salary:** AST 1-6 FTE £33,026-£45,776 dependent on experience

**Contract:** Fixed Term 1 Year, Full Time

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.



## Job description

### Class Teacher for Primary

#### PURPOSE OF POST

The appointed candidate will be qualified and experienced in Primary teaching. We are looking for candidates with a passion and proven success of working with children. Applicants should have a clear understanding about effective teaching, raising and sustaining achievement and the support required for well-motivated students. They should be good communicators and should be able to engage effectively.

Following the role and professional responsibilities of teachers. This job description is set within the framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks	Task Evidence
Teaching Responsibility	<ul style="list-style-type: none"> <li>Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils</li> <li>Plan and prepare lessons to meet the needs of all pupils.</li> <li>Use teaching time and resources effectively to promote learning objectives.</li> <li>Use appropriate classroom organisation for curriculum objectives.</li> <li>Set/mark appropriate, differentiated/challenging work and monitor completion.</li> <li>Record and report on the progress and attainment of pupils.</li> <li>Provide appropriate homework.</li> </ul>	Planning file. Lesson observations.  Work sampling.  Tracking date and pupil report
Pastoral Care and Supervision	<ul style="list-style-type: none"> <li>Form tutoring</li> <li>Establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>Maintain an ordered and disciplined working atmosphere in lessons.</li> <li>Provide guidance to pupils on social and behavioural issues.</li> <li>Supervise pupils in lessons, breaks, moving around the school and off-site.</li> </ul>	Lesson observations.  Planning file and behaviour logs
Communication and Liaison	<ul style="list-style-type: none"> <li>Inform parents of half-termly curriculum plans.</li> <li>Attend parent evenings to discuss curriculum issues and pupil progress.</li> <li>Liaise with parents and outside agencies to support pupils.</li> <li>Provide relevant information to other schools.</li> <li>Provide information for Governors and educational agencies.</li> </ul>	Parent meetings. Communication to parents. Liaison meetings/transfer forms.



	<ul style="list-style-type: none"> <li>• Attend staff meetings and work collaboratively with colleagues.</li> <li>• Work in partnership with support staff and provide clear guidance for class helpers which promotes learning objectives.</li> <li>• Adhere to GDPR, H&amp;S and EDI responsibilities</li> </ul>	<p>Committee/staff meeting minutes. Communication books.</p>
<p>Performance Management and Training</p>	<ul style="list-style-type: none"> <li>• Be accountable for pupils' attainment, progress and outcomes</li> <li>• Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• Guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> <li>• Encourage pupils to take a responsible and conscientious attitude to their own work and study</li> <li>• Attend agreed professional development courses/school INSET to update skills.</li> <li>• Participate in school performance management.</li> <li>• Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set.</li> </ul>	<p>INSET/Training record.</p>
<p>Curriculum and Management Duties</p>	<ul style="list-style-type: none"> <li>• Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies.</li> <li>• Set up resource areas and manage a curriculum budget.</li> <li>• Monitor planning for the provision of PP, SEND, More able and EAL.</li> <li>• Ensure that subject leader monitoring and development folder are kept up to date.</li> <li>• Monitoring quality and standards of implementation.</li> <li>• Contributing to school planning and self-evaluation.</li> <li>• Providing professional support to other teachers and support staff.</li> <li>• Lead appropriate professional development sessions.</li> </ul>	<p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p>



### **Advantage Schools Teacher Pay Scales 7 to 10**

Advantage Schools Teacher Pay Scale is the equivalent to Teachers on the Upper Pay Scale who are expected to make a substantial and sustained contribution to building team commitment in line with the statutory requirement to meet threshold standards.

Teachers are expected to contribute significantly to implementing work based policies and practice.

- Teachers are expected to deliver consistently good and outstanding teaching.
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.

### **Advantage Schools Teacher Pay Scales 11 to 12**

As above and:

Again, equivalent to UPS3 11-12 Teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team with a substantial and sustained approach. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

*This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role.*



## Person Specification

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
<p><b>Professional:</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• An enhanced DBS certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Additional professional qualifications</li> </ul>
<p><b>Experience:</b></p> <ul style="list-style-type: none"> <li>• Experience of teaching within Primary education</li> </ul>	
<p><b>Skills, Knowledge &amp; Aptitude:</b></p> <ul style="list-style-type: none"> <li>• Ability to create a stimulating learning environment</li> <li>• An understanding of the role of assessment in teaching and learning</li> <li>• An ability to communicate effectively with parents and other members of staff both orally and written</li> <li>• Willingness to involve parents in their child's learning</li> <li>• A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities</li> <li>• Ability to manage appropriately children's behaviour.</li> <li>• Ability to teach in a fully inclusive environment</li> <li>• An ability to plan coherently and seek further opportunities to enhance the curriculum</li> <li>• A sound Knowledge of National Curriculum at Key Stage 1 and 2</li> <li>• Positive role model with strong leadership skills.</li> <li>• Self-motivated, creative and confident</li> <li>• Willingness to learn, share experiences and influence the work of others</li> <li>• Ability to work effectively and flexibly both independently and as part of a team and meet deadlines</li> <li>• Ability to lead, advise and manage other staff within the classroom environment</li> <li>• Confidence and appropriate training</li> <li>• Computer literate</li> <li>• Experience of leading an area of the curriculum</li> <li>• Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development</li> </ul>	<ul style="list-style-type: none"> <li>• A good understanding of school self-evaluation</li> <li>• Ability to demonstrate a clearly identified personal educational philosophy</li> <li>• A clear vision of their immediate professional development needs</li> <li>• A sound understanding of different learning styles</li> <li>• Experience of leading the development of a school policy</li> <li>• A good understanding of work-life balance and how to achieve this</li> </ul>



<p><b>Personal:</b></p> <ul style="list-style-type: none"><li>• Well organised and efficient</li><li>• Ability to work on own initiative</li><li>• Ability to work as part of a team within a busy environment – good team player</li><li>• Excellent verbal and written skills</li><li>• Enthusiastic with a positive approach to new ideas and developments</li><li>• Flexible to meet the changing needs of the school</li><li>• Energy, drive and enthusiasm to support change in the future development of the school</li><li>• Self-motivated</li><li>• Demonstrate commitment</li><li>• Approachable and compassionate</li><li>• Aspirations for the future</li></ul>	
--	--

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.