

An opportunity has arisen to appoint a Primary Class Teacher to add strength to a well-established team. The children, governors and staff of our happy, hardworking, friendly, and inclusive school seek to appoint a committed practitioner from 1<sup>st</sup> September 2026.

Early Career Teachers welcomed to apply.

Teaching Year Group will be decided on the suitability of successful candidates.

Candidates must:

- be both an inspirational and excellent classroom practitioner
- have high expectations of children's achievements and behaviour
- be keen to learn and develop their skills

We offer:

- a positive enthusiastic staff committed to achieving the best for all pupils
- a caring creative atmosphere, which achieves high standards
- a well-resourced and maintained school
- happy motivated well-behaved children
- a great opportunity to develop your professional skills

Hillary Primary school is a multi-ethnic and socially diverse three-form entry school. Our aim is to provide a safe and secure learning environment where all pupils can thrive and achieve to their full potential.

We believe that informal visits to the school prior to application are essential and will be warmly welcomed.

We have 2 planned visit opportunities –

Tuesday 21<sup>st</sup> April 2026 at 4pm

Thursday 23<sup>rd</sup> April 2026 at 9am

Closing Date: Wednesday 29<sup>th</sup> April 2026 at 4:00pm

To arrange a visit please contact Satvinder Patel, Administration Manager

[spatel@hillary.walsall.sch.uk](mailto:spatel@hillary.walsall.sch.uk)

Shortlisting will take place on Monday 4<sup>th</sup> May 2026.

Observations and formal interviews to be held the week commencing Monday 4<sup>th</sup> May 2026.

All offers of employment are subject to a satisfactory DBS check, 2 references and a health screening questionnaire.

Hillary Primary School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our commitment is underpinned by robust processes and procedures that seek to continuously promote a culture of safeguarding amongst our workforce.

Rehabilitation of offenders: This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected,' so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further information about filtering offences can be found in the DBS filtering guide.

## Job description: Class Teacher

Hillary Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### Job details

**Salary:** M1 – UP3

**Hours:** 32.5

**Contract type:** Full-Time

**Reporting to:** Head Teacher

### Purpose of Job

- To carry out the duties of the role in accordance with the Teacher's Pay and Conditions Document and other relevant statutory provisions.
- To carry out professional duties and to have responsibility for an assigned class.
- To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- To promote the aims and objectives of the school and maintain its philosophy of education.

### Main Activities

#### Teaching and learning:

- To plan, develop and deliver high quality lessons that cater for the needs of the whole ability range within their class within the context of the school's plans, curriculum and schemes of work
- Promote the safety and well-being of pupils
- Establish a safe and stimulating working environment for pupils, rooted in mutual respect
- Take responsibility for promoting good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy
- Maintain good order and discipline among pupils through managing classes effectively, using approaches which are appropriate to pupils' needs
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanctions and rewards fairly and consistently
- Direct and supervise support staff assigned to them and where appropriate, other teachers
- Have a clear understanding of the needs of all pupils including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

### **Monitoring, Assessment, Recording and Reporting:**

- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning
- Participate in arrangements for preparing pupils for qualifications and external examinations
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give pupils regular feedback both verbally and through accurate marking and encourage pupils to respond to the feedback.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential

### **Curricular Knowledge and Understanding:**

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for all relevant areas of the Curriculum.
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- Have a secure knowledge of the relevant subjects and curriculum areas. Foster and maintain pupils' interest in the subject and address misunderstandings

### **Professional Standards and Development:**

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents and carers with regard to pupils' achievements and well-being and provide feedback on a pupil's progress at parents' evenings and other meetings
- Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning
- Assist in the development of the School Curriculum in line with the School's Improvement Plan
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the schools values and vision

### **Continuing Professional Development – Personal:**

- Take responsibility for personal professional development, keeping up to date with developments and changes in the School Curriculum, which may lead to improvements in teaching and learning
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available
- Implement the use of new technologies that enhance teaching and learning including podcasts and interactive whiteboards
- Carry out reflective practice exercises to move classroom practice, teaching and learning forward

### **Other Duties:**

- Make a positive contribution to the wider life and ethos of the school
- To follow and actively promote the school's policies
- Comply with the health and safety policy and undertake risk assessments as appropriate
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

## Person specification

CRITERIA	QUALITIES	
	ESSENTIAL	DESIRABLE
<b>Professional Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• A thorough understanding of what constitutes effective teaching and learning.</li> <li>• A thorough knowledge and understanding of effective monitoring, evaluation and assessment.</li> <li>• A thorough knowledge and understanding of effective practice in teaching all aspects of the primary curriculum</li> <li>• Understand when and how to seek advice and support.</li> <li>• A thorough knowledge and understanding of effective inclusive practices.</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Well-developed interpersonal skills.</li> <li>• Able to communicate effectively orally and in writing to a range of audiences.</li> <li>• Able to plan, organise and prioritise.</li> <li>• Able to manage good communication systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an understanding of the Thrive approach</li> </ul>
<b>Abilities and Attributes</b>	<ul style="list-style-type: none"> <li>• Able to focus on the needs of the children in all aspects of their professionalism.</li> <li>• Able to lead, support and challenge others, co-ordinating their work.</li> <li>• Able to think creatively and imaginatively to anticipate and solve problems and identify opportunities.</li> <li>• Able to inspire the confidence of others.</li> <li>• Able to develop and maintain good relationships with staff, parents, pupils, governors and the community.</li> <li>• Committed to own development as a professional.</li> <li>• Able to reflect on own practice and identify areas for improvement.</li> <li>• Can meet deadlines</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching within the Primary phase</li> <li>• Successful management of an area of the curriculum.</li> <li>• Experience of managing the performance of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in upper KS2.</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> <li>• Evidence of further professional development.</li> </ul>	

**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:**

**Next review date:**

**Line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_