

Job Title: Primary Teacher (Maternity Cover)

Responsible to: Head Teacher

Talbot House Trust a small non-maintained school with pupils ranging from Key Stage 1 to Key Stage 4, this role is to teach Key Stage 1 & 2. Class sizes are rarely bigger than 6 pupils.

Working with SEN pupils with complex needs, including SEMH, ASD, ADHD, Trauma and attachment, some of pupils may have multiple needs. Must demonstrate excellent subject knowledge, high expectations for all pupils and excellent classroom management skills.

Job Description:

- Write, implement and evaluate half termly plans.
- Write, implement and evaluate weekly/daily plans.
- Record and evaluate children's progress using relevant evaluation procedures.
- Assess and 'level' children, as required by subject.
- Write annual reports.
- Provide feedback for pupil's Annual Review reports.
- Manage behaviour according to the school Behaviour management Policy.
- Liaise closely with and manage the Learning Support Assistant (LSA) regarding record-keeping and behaviour management.
- Attend staff meetings as required.
- Attend annual parent feedback evenings, liaise with parents as required under the guidance of the Head Teacher/Assistant Head - Primary.
- Attend INSET, and ensure Continuing Professional Development.
- Provide an environment for the children that enables them to realise their potential and maximise their academic, social, physical and emotional development.
- Demonstrate flexibility as required due to the demands of the role.
- Carry out such other duties as may be reasonably required from time to time and / or as directed by the Head Teacher.

Other:

- Support Talbot House Trust's commitment to safeguarding children and promoting their welfare and contribute to the overall ethos/work/aims of the school.
- Be a strong role model for pupils.
- Be aware of, and comply with key policies and procedures, for example, health and safety, equality and diversity, security, confidentiality, data protection, reporting all concerns to line management.
- Operate as a supportive member of the team by providing support and assistance to other members and attending and participating in team meetings.
- From time to time, young people will be risk assessed to allow them to participate in certain projects as part of work experience.
- Participate in training, other learning activities and performance development as required.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

Note:

The Trust is committed to Safeguarding Children (see full policy details on our website). This post is subject to a disclosure and barring service check under the arrangements established by DBS and continued subscription to the DBS Update Service.

To apply for the role please visit our website to download an application form at: <https://www.talbothousetrust.co.uk/jobs-at-talbot-house> alternatively please email the HR Department to request an application pack.

We can only accept a Trust application form for this role. We are not able to accept CV's for this roles, if you submit a CV it will not be reviewed. Please view our safer recruitment policy.

Applicants should be aware that any relevant issues arising from their references will be addressed at interview.

Personal Specification:

CRITERIA ESSENTIAL / DESIRABLE CRITERIA FOR THE ROLE & WHERE TO EVIDENCE	CRITERIA ESSENTIAL / DESIRABLE	EVIDENCED
QUALIFICATIONS, EXPERIENCE AND TRAINING		
Relevant degree level teaching qualification	E	A
Hold Qualified Teacher Status	E	A
Minimum of two years teaching experience (with ECT/NQT)	E	A
Experience in one or more schools across KS1 and KS2	E	A/L/I/R
Experience teaching pupils with complex needs (including ASD, SEMH, Trauma & ADHD)	E	A/I
Ability to create a safe, supportive and stimulating learning environment for all students	E	A/I
Understanding of what constitutes good experience of specialist subject education for school pupils of all abilities and knowledge and understanding of the requirements of the National Curriculum	E	A/L/I/R
Demonstrates effective classroom management, organisation and display	E	A/L/R
Demonstrates effective planning, assessment and record-keeping	E	A/I/R
Organisational and interpersonal skills needed for good relationships with staff and pupils	E	A/R
Organisational skills required to plan and resource schemes of work and to ensure that they are implemented	E	A/I
Interest in developing a variety of teaching and learning styles	E	A/I
Understanding of child development, together with the ability to select appropriate teaching methods, according to pupils' differing needs	E	A/L/R
ABILITIES AND SKILLS		
Ability to encourage pupils to develop self-esteem and tolerance	E	A/L/I/R
Ability to relate appropriately to staff in a variety of contexts and be a supportive team member	E	L/I/R
Demonstrable written and oral communication skills	E	A/L/I/R
Excellent teaching skills	E	A/L/I/R
Good working knowledge of the curriculum for EYFS and KS1 & KS2	E	A/I
PERSONAL QUALITIES		
Commitment to equal opportunities and inclusion	E	I
Commitment to students' well-being	E	A/L/I
Enthusiasm, energy, integrity and a positive outlook	E	L/I
Good role model	E	L/I/R
Resilience	E	L/I/R
Understanding of the importance of flexibility	E	A/R
Understanding of appropriate use of authority and of disciplinary procedures	E	L/I/R
Ability to communicate easily, sensitively and effectively - both orally and in writing - with a range of professionals and non-professionals, both within and outside the School, including parents	E	A/L/I

A = Application Form, L = Demonstration Lesson, I = Interview, R = Reference