



WELCOME TO WIMBLEDON PARK PRIMARY SCHOOL



Thank you for your interest in the position of Class Teacher at Wimbledon Park Primary School. Our aim is to provide a well-rounded school experience, recognising that personal development alongside academic excellence is essential to helping children become the very best they can be.

Children at Wimbledon Park achieve highly, love learning and really care about their school and each other – behaviour and pastoral care is exceptional. We are fortunate to have an excellent team of talented and enthusiastic staff who are committed to high standards of education and behaviour. We work collaboratively, in teams and value learning from one another. There are numerous opportunities to continue to develop as a teacher.

Please take a look at our website for more information on our school www.wimbledonpark.merton.sch.uk. The staff, children, governors and I look forward to hearing from you.

Yours sincerely,

Paul Lufkin
Headteacher

Class Teacher

Apply by: Apply by 17:00 on Thursday 16th May
Interviews completed by 24th May

Start Date: September 2024

Salary: Main/Upper

Location: London

Contract type: Full Time

Contract term: Permanent

Are you an exceptional teacher? Are you ready for a new challenge? Do you want to work in a supportive and collaborative school? We are recruiting for a full-time class teacher.

Our school offers:

- A happy and high-performing environment
- A strong sense of belonging and community
- Well-behaved children who have a thirst for learning
- Supportive colleagues committed to being at the forefront of educational practice
- Continuous and meaningful professional development
- A range of career development and leadership opportunities

We welcome prospective candidates visiting us to get to know more about the school. Please contact our Headteacher, Paul Lufkin at head@wimbledonpark.merton.sch.uk

London Borough of Merton and Wimbledon Park Primary School are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced disclosure DBS check.

Wimbledon Park Primary School is committed to providing services which embrace diversity and that promote equality of opportunity. We welcome applicants from all sections of the community and people of all protected characteristics. We provide reasonable adjustments for candidates with a disability and are committed to treating people fairly with compassion, respect and dignity and in promoting equality and human rights.

Selection Criteria

When writing the supporting statement **please ensure** that you reference **the points below**. Please give personal examples to support the points, which make clear your role and responsibilities.

Criteria	Essential (E) or Desirable (D)	Method of Assessment: Application (A) Reference (R) Interview (I) Observation (O)
<u>Qualifications/Experience</u>		
Achieved QTS status	E	A
Successful teaching experience	E	A/R
<u>Knowledge, Skills and Abilities:</u>		
Consistent excellent evaluation of teaching.	E	A/R/I/O
Use a range of teaching techniques to motivate, engage and inspire all learners.	E	A/R/I/O
Experience of providing for a range of additional learning needs to raise pupil attainment.	E	A/R
Evidence of working collaboratively with other teachers and staff to raise standards and pupil outcomes.	E	A/R
<u>Personal Attributes:</u>		
Ambitious and motivated, setting high professional standards.	E	A/I
Have high expectations of all learners.	E	A/R/O/I
Able to embrace new initiatives in a practical way to manage change effectively.	E	A/R/I
Reflective and self-evaluative in developing as a teacher.	E	A/R/I
Classroom practice shows commitment to safeguarding and equality of opportunity.	E	A/R/O/I
Able to form positive relationships and maintain professional boundaries with children.	E	A/R

Job Description

POST	CLASSROOM TEACHER
GRADE	Main Pay Scale
RESPONSIBLE TO	Headteacher
LINE MANAGER	Assistant Headteacher for the phase

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.

The appointment of a classroom teacher is subject to the current conditions of employment for teachers contained in: The School Teachers' Pay and Conditions Document (STCPD); the School Standards and Framework Act 1998; the required Standards for Qualified Teacher Status; Teachers' Standards in England from September 2012; and other current legislation.

The duties and responsibilities of this post may vary from time to time according to the changing needs of the school. In the light of these changes, this job description may be amended from time to time following discussion between the Headteacher and the postholder, and will be reviewed annually as part of the Performance Management/Appraisal process.

Duties

1. To carry out the professional duties of a classroom teacher as set out in the latest copy of the School Teachers' Pay and Conditions Document at the appropriate career stage for your experience as outlined in the school's appraisal policy.
2. To perform, in accordance with any directions which may be reasonably given to you by the Headteacher from time to time, such particular duties as may be assigned to you.
3. It is the contractual duty of the post holder to ensure that they understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
4. These duties must be carried out in accordance with the requirements of the National Curriculum, Foundation Stage Curriculum, the aims of the school and any policies of the Governing Body.

Responsibilities; you must

1. Set high expectations which inspire, motivate and challenge pupils:
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils:
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge:
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - 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
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well-structured lessons:
- impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum.
5. Adapt teaching to respond to the strengths and needs of all pupils:
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - 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.
6. Make accurate and productive use of assessment:
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment:
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour
 - establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities:
- make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

9. Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality
10. Undertake other duties, which may be reasonably assigned by the Headteacher to ensure the smooth running of the school.
11. To take responsibility for leading a curriculum subject area as agreed (not during NQT year):
 - Carry out ongoing self-evaluation and monitoring of teaching and learning standards in the subject, identifying priorities for development and action planning to raise the subject standards within the school improvement plan
 - Be responsible for developing and revising a subject policy.
 - Support and advise colleagues in developing strategies to implement the subject policy.
 - Carry out an audit of resources within the school.
 - In consultation with the Headteacher and School Business Manager, be responsible for a budget for the subject to ensure that there are enough materials for each class and the subject.
 - Attend appropriate subject training/briefings and disseminate relevant information to colleagues.
 - Carry out any other tasks identified during the year relating to the development of the subject within the school and as identified in the School Development Plan.
12. Enact Health & Safety requirements and initiatives as directed.
13. Ensure compliance with Data Protection legislation.
14. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the school.

Date of issue:

Signature of Postholder: _____

Signature of Headteacher: _____

SHORTLISTING AND INTERVIEWS

We ask applicants to note the following points before applying:

Visiting the school

- We welcome visits to the school from prospective applicants please email head@wimbledonpark.merton.sch.uk

Applications

- **The closing date for applications is Thursday 16th May by 17:00**
- Applications will be shortlisted on receipt and arrangements will be made for interviews and selection of suitable candidates.

To ease the short-listing process, we ask applicants to note the following:

- Applicants **must complete** the application form;
- When writing the statement in support of your application, please ensure that you have referenced the points in the Selection Criteria. You must clearly demonstrate how you meet these criteria. Please give personal examples of your experience and skills to support the points.
- It is important to remember that your application form and personal statement is the basis upon which you are selected for interview.
- Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.
- References: Provide **email addresses** and all **telephone contact numbers** for all referees we will need to make immediate contact after shortlisting.

We look forward to hearing from you