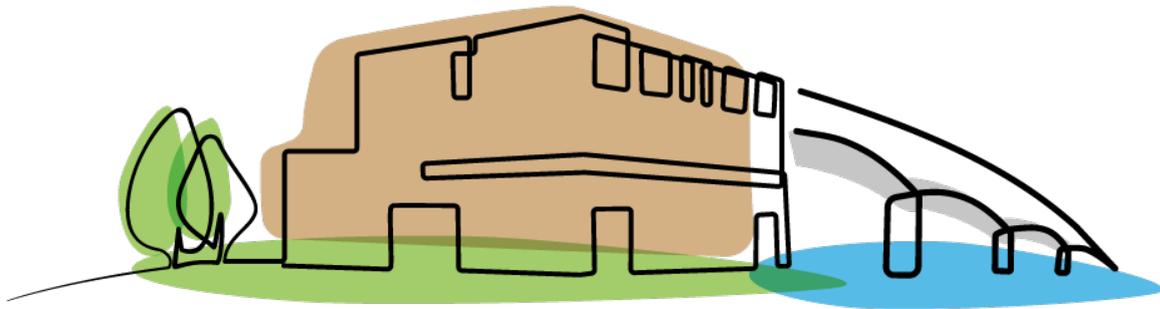


Southampton City Council



VALENTINE
PRIMARY SCHOOL

Class Teacher

Candidate Information
Pack

Job start date: September 2024
(If ECT - appointed and paid from July)

“It takes a whole village to raise a child” - African Proverb

At Valentine we believe in a relationships-first approach to instilling teaching and learning. If the climate for learning is right, and children are championed to be the best they can be – young people can truly flourish.

If that fits with your philosophy for teaching – I want to hear from you!

Valentine is a 3-form-entry primary school, situated on the east side of the City of Southampton. With a recently purpose-built junior wing added in 2020 and a complete renovation in 2024, we have a school that staff, children and parents can be proud of.



Valentine Primary is a member of the 'St Mary's Partnership' - a collective of schools working together to improve the educational landscape. Across our group, we share leaders,

teachers and curriculum innovation in a forum that enables teachers to deliver an education that places the child front-and-centre of their learning.

What makes us different?



Our people. Whilst some schools fixate on finding and appointing candidates with impressive qualifications, we choose new entrants based on their attitude and disposition. It is this, derived from their background and personal grit and determination, that enables children under them to truly thrive.

Our investment in the future - EDTech. We spend every penny possible on improving the Quality of Education for our young people. In the last year, all schools in the Partnership have bought and use VR headsets. Virtual reality helps us to level the playing field. It enables children to experience trips that aren't otherwise possible: a walk around Machu Picchu or to travel to 1835 and understand what living conditions were like during the Industrial Revolution. Recently, we have begun to embrace and grapple with AI - teachers utilise it when creating models for learning and reports for children.

Our commitment to continued professional development. Leaders at our school do not sit around in offices distant from the children we

serve. Every minute counts and to that end, you will notice coaching and development alive and a core tenet of what we do. If teachers are to thrive - they need a champion too!

Curriculum Delivery

We utilise a curriculum called 'Lion Pathways'. A sequenced learning pathway created and curated for teachers from some of the most talented and excellent subject teaching experts in their field. Over 800 lessons across all of the non-core are planned and ready for delivery. Teachers are asked to innovate and amend for classes to suit individual needs.



The pathways curriculum began with our Executive Headteacher when he worked for a Trust in London. This is not an off the shelf model.

- We set children for Reading and Writing and Maths from Year 1 to Year 6. This reduces workload for teachers and ensures that they can concentrate on developing and supporting outcomes at the ability-band a child has. It also creates experts in fields - such as SEND teachers and Greater Depth specialists.
- We teach children in mixed ability for non-core in the afternoon. Ensuring that teachers have that breadth and knowledge of a range of children within their year group.
- We plan exciting, brilliant trips. Every child goes to London, every year! We offer Arts and Music based visits as often as we see them and all children benefit from local field trips for History and Geography. Learning is connected schematically to widen children's horizons.
- Everybody is a teacher of every child. Since September 2023, we have begun 'Vertical tutoring' twice weekly. Children from Year 1 to Year 6 mix for a 1 hour session where they learn about mindfulness, vote within the Smart School Council and develop relationships and friendships with peers across the school.



Investing in PEOPLE



Whilst you've scrolled down, and hopefully liked what you have read, we are by no means perfect. We continue to evolve, develop and curate what we do to support every single person within our team.

Since February 2024, we've invested in the CALM app. Every staff member employed has the opportunity to download the full-subscription for free (and to share this with up to 5 people in their household). We recognise that there is NO one-size-fits-all approach to mental health and, since the pandemic, we all need to look after

ourselves in different ways. The app isn't a golden bullet, but it does offer a mix of things to support staff in their home lives - sleeping, meditation, daily affirmations, music and more.

We encourage you to be the teacher you want to be. Whether that's through NPQ courses, Maths development you are interested in, Masters study or more! We can only be as successful as the people we have in our team.

Information about your application:

1. We encourage tours and for you to come and see the school and how we do things. Call Kevin (School Business Manager) or email on: info@valentineprimary.co.uk
2. Your interview shouldn't be a stressful experience. All shortlisted candidates receive our questions, ahead of interview, so that you can bring with you the notes and information you wish to share.
3. Applications can only be received from those living in UK or with a right to work in the UK. We are a local authority maintained school and cannot support those with visa applications.
4. We follow Safer Recruitment Guidance as well as Keeping Children Safe in Education updates.

Valentine Primary School – POST DEFINITION

JOB DESCRIPTION: Class Teacher

GRADE:	Main Pay Range / Upper Pay Range
CONTRACTURAL ARRANGEMENTS:	Permanent
START DATE:	September 2024 (ECTs from July 2024)



CORE DUTIES

To provide professional teaching to a class (or group) of pupils within the school to improve standards of learning and achievement for all. These responsibilities are outlined in the School Teacher Standards from the Department for Education.

- Teaching
- Planning
- Assessing pupil progress
- Leading a subject/curriculum area
- Participating in Continuing Professional Development
- Other duties as outlined in the School Teachers Pay and Conditions Document and the National Standards for Teaching

Key outcomes of an effective main scale teacher

Pupils who demonstrate:

- Good progress and high attainment in the class/group
- Enthusiasm and motivation in the class/group
- Positive responses to learning
- Respect for themselves and others

Parents who:

- Are well informed about their children's progress and targets for further improvement
- Know how to support their children in their learning
- Know about the class or group's activities and trips

Other adults (including Learning Support Assistants) who:

- Are informed about pupil achievement in the class or group
- Can support the teaching and learning in the class

The following key tasks are derived from the national standards for qualified teacher status and exemplify good practice.

At Valentine Primary School, a classroom teacher will need to develop the professional skills

A: Planning, teaching and class management

As a classroom teacher you will be expected to undertake the following key tasks:

Planning

- a) plan their teaching to achieve progression in pupils' learning through:
 - i. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed
 - ii. setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest
 - iii. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work
 - iv. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do
 - v. identifying pupils who:
 - Have special educational needs, including specific learning difficulties
 - Are very able
 - Are not fluent in English and knowing where to get help in order to give positive and targeted support
- b) provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
- c) make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- d) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- e) where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study
- f) ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time
- g) monitor and intervene when teaching to ensure sound learning and discipline
- h) establish and maintain a purposeful working atmosphere
- i) set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- j) establish a safe environment which supports learning and in which pupils feel secure and confident;
- k) use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through effective implementation of Valentine Primary School's Teaching and Learning Policy
- l) are aware of the Code of Practice and the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEP's) for pupils at Stage 2 of the Code and above
- m) ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject
- n) evaluate their own teaching critically and use this to improve their effectiveness

B: Monitoring, assessment, recording, reporting and accountability

A classroom teacher at Valentine Primary School demonstrate that s/he:

- a) assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- b) mark and monitor pupils' assigned class work and homework, providing constructive oral and written feedback, and setting targets for pupils' progress
- c) assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - i. check that pupils have understood and completed the work set
 - ii. monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning
 - iii. inform planning
 - iv. check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject
- d) are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- e) recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance
- f) understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement
- g) use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.

C: Knowledge and Understanding

- a) understand the purposes, scope, structure and balance of the National Curriculum Orders, citizenship and RE
- b) are aware of the breadth of content covered by the pupils' National Curriculum across the primary core and foundation subjects and RE
- c) understand how pupils' learning is affected by their physical, intellectual, emotional and social development
- d) **for English, Mathematics and Science** have a secure knowledge and understanding of the subject content for primary English, Mathematics and Science
- e) **for any non-core, non-specialist subject covered in their training**, have a secure knowledge of the pupils' National Curriculum. For RE, the required standard for non-specialist training is broadly equivalent to the end of Key Stage statements.

D: Following professional requirements

- a) a working knowledge and understanding of:
 - i. teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions September 2018
 - ii. teachers' legal liabilities and responsibilities
- b) have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff

- c) set a good example to the pupils they teach, through their presentations and their personal and professional conduct
- d) are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them
- e) understand the need to take responsibility for his/her own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. Participate in annual performance reviews and the setting of objectives for professional development and pupil progress
- f) understand his/her professional responsibility in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- g) recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare
- h) is aware of the role and purpose of School Governing Bodies



Person Specification – Classroom Teacher

Category	Skills/Ability/Experience	Desirable/Essential
Qualifications/Professional Development	<ul style="list-style-type: none"> • Qualified teacher status • Ability to reflect upon and identify own learning needs 	Essential
Experience	<ul style="list-style-type: none"> • Successful teaching experience at good or outstanding grade 	Essential
Teaching and Learning	<ul style="list-style-type: none"> • A secure understanding of the requirements of the National Curriculum. • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Secure knowledge of the statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management 	Essential
Accountability	<ul style="list-style-type: none"> • Ability to communicate effectively, orally and in writing to a range of audiences- e.g. staff, pupils, parents 	Essential
Skills, Qualities and Abilities	<ul style="list-style-type: none"> • High quality teaching skills • High expectations of pupils' learning and attainment • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children 	Essential

	<ul style="list-style-type: none"> • Good communication skills • Good intrapersonal skills • Effective ICT skills • Flexibility 	
References	<ul style="list-style-type: none"> • Positive recommendation in professional references 	Essential
Safeguarding	<ul style="list-style-type: none"> • Valentine Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants. 	Essential