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| C:\Users\sroy\AppData\Local\Microsoft\Windows\INetCache\Content.Word\Heathmere_Logo_RGB.jpg | Heathmere Primary School Alton RoadLondon SW15 4LJTel: (020) 8788 9057Email: office@heathmere.wandsworth.sch.ukFollow us on Twitter: @heathmereschool**Head Teacher:** Emma Lewis |

5th May 2022

Dear Applicant,

Thank you for your interest in the role of Class Teacher at Heathmere Primary School. I have been the headteacher here since 2013 and am looking forward to appointing a new teacher to the school.

We are a school of our community, with a strong culture of diversity, located in the heart of the Alton Estate. We are a highly inclusive school; children in receipt of pupil premium funding is over 50% in every year group and we have a high number of children with SEND. The successful candidate will need to be fully committed to Heathmere’s inclusive approach. Our children are keen to learn and work hard to uphold the values of Respect, Resilience and High Expectations.

As a school, we are always looking to improve and try to be forward-thinking and at the centre of curriculum developments. Currently on the staff team we have a Mastery Specialist who works for the LondonSW Maths Hub and a Literacy Specialist Teacher who works for the Wandle Teaching School Alliance. I am a Headteacher Advocate for the LondonSW Maths Hub and co-chair the Wandsworth Headteachers SEND and Inclusion Forum.

Our current School Development Plan is focused around: Excellence in Teaching.

This is a really exciting opportunity for the right candidate as Heathmere moves forward into its next chapter. If you are interested in the role then please do contact me and arrange to come and visit so I can talk to you about my vision for the school. I am committed to continuing to improve things for the children at Heathmere and am excited by the prospect of appointing a teacher to the school.

Kind regards,

Emma Lewis

Headteacher

**Respect Resilience High Expectations**



**The Heathmere Vision**

Always looking forward, Heathmere is an ambitious school that provides for our local community. We really know our pupils and have their interests, potential and emotional well-being at the heart of what we do.  As a result, Heathmere pupils are confident, achieve their best, know how to improve and have a real appreciation of learning. This is rooted in love of reading. Our pupils are ambassadors for Roehampton their parents feel we get the best out of them.

Staff feel supported and valued, and we make it a priority to help them develop giving them a reason to stay at Heathmere. They learn from each other and through other opportunities and have a collective sense of care and ambition for the children who are always put first.

Our governors are a key part of the leadership of the school working collaboratively with the Senior Leadership Team. They ensure the school is the best it can be, that it has a sustainable and consistent approach to everything it does and they bring relevant skills to do this.

**The long-range strategic objectives for Heathmere 2021 – 2224 are:**

**Quality of Education:** To develop a broad curriculum that delivers the highest possible educational outcomes for all children

**Behaviour and Attitudes:** To create a culture of ambition

**Personal Development:** To develop children’s character, confidence and resilience through broadening their experiences

**Leadership and Management:** To have a sustainable and ambitious model of leadership

**Respect Resilience High Expectations**



**Class Teacher Job Description**

**Main Purpose of Job**

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers’ Pay and Conditions document, having due regard to the requirements of the National Curriculum, LA and school policies.

# Duties and Responsibilities

**Planning, Teaching and Class Management**

* To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies, taking into account individual pupils’ needs
* Make effective use of assessment information on pupils’ attainment and progress and in planning future lessons
* To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work
* Set tasks which challenge pupils and are matched to their learning needs
* Plan lessons in a way that will interest and engage all learners
* Ensure effective teaching and best use of available time
* To foster each child’s self-image and esteem and establish relationships which are based on mutual respect
* Create a well ordered, accessible and calm learning environment which is stimulating, welcoming and purposeful, engages and excites learners and promotes independence
* Have high expectations of achievement and behaviour for learning
* Give every child the opportunity to achieve their full potential

**Monitoring, Assessment, Recording, Reporting**

* To ensure that marking, planning and all other school procedures are carried out rigorously
* Assess how well learning objectives have been achieved through marking and monitoring of work, questioning and discussion with pupils, and use this assessment to plan next steps
* Set targets for progress and ensure learners understand what they are doing well and how to improve
* Assess and record pupils' progress systematically and keep records to check work is understood and completed; to monitor strengths and weaknesses; to inform planning and to recognise the level at which the pupil is achieving
* Prepare and present informative reports to parents, senior staff and other professionals as required
* Ensure parents are well informed about the curriculum, attainment and progress of their child and the contribution they can make to support their child’s progress

**Other Professional Requirements**

* To support the aims and ethos of the school
* Understand fully the duties and responsibilities in relation to child protection and safeguarding children and young people
* Understand fully the school’s child protection policy and to ensure that all issues relating to pupils’ safeguarding are reported immediately to the Designated Safeguarding Leads
* To manage additional adults within the classroom
* To ensure that the school’s aims and objectives in relation to the curriculum, equal opportunities and positive behaviour for learning are promoted in every day classroom organisation and practice
* To work as part of a team in all aspects of school development and take an active role in school life, attending and participating in school events
* Be a member of a Curriculum Team
* To set a good example in terms of dress, punctuality and attendance
* To uphold the school’s code of conduct
* To participate in staff training
* To attend staff meetings
* To develop links with Governors, LAs, neighbouring schools and other relevant agencies
* To liaise as appropriate with other professionals and outside agencies
* Establish and maintain effective working relationships with professional colleagues and parents
* Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching and involvement in school development
* Be aware of the need to take responsibility for your own professional development

**Respect Resilience High Expectations**



**Class Teacher Person Specification**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Application form | Interview or Reference | Tasks |
| **Qualifications** |
| 1. Qualified teacher status
 | \* |  |  |
| 1. Evidence of recent and relevant training
 | \* |  |  |
| **Professional Knowledge** |
| 1. Have a clear understanding of the essential qualities and skills necessary for effective teaching and learning
 | \* | \* | \* |
| 1. Good understanding of subject knowledge, current theory and practice to achieve high standards in learning and teaching
 | \* | \* | \* |
| 1. Thorough knowledge of all subjects within the National Curriculum
 | \* | \* |  |
| **Professional Skills****The successful candidate must show evidence of the ability to:** |
| 1. The ability to assess, plan, monitor, evaluate and review for pupils’ progress in accordance with the school’s policies and procedures
 | \* | \* |  |
| 1. Excellent classroom skills and management
 | \* | \* | \* |
| 1. Ability to listen to and reflect on feedback
 | \* | \* |  |
| 1. Able to demonstrate positive behaviour strategies and constructive handling of problems
 | \* | \* | \* |
| 1. High level of written and oral communication skills and a high level of mathematical skills
 | \* | \* | \* |
| 1. Be an effective team player that works collaboratively and effectively with others, including external agencies
 | \* | \* |  |
| **The successful candidate must demonstrate a commitment to:** |
| Equalities, safeguarding, child protection and good attendance  | \* | \* | \* |
| Promoting the school’s vision and ethos | \* | \* | \* |
| Maintaining high quality, stimulating learning environments | \* | \* |  |
| Relating positively to and showing respect for all members of the school and wider community | \* | \* | \* |
| Investing in professional and personal development | \* | \* | \* |