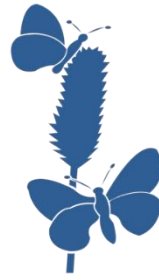


Southill Primary School



KS2 class teacher vacancy with option of TLR2 for responsibility in Maths

**To start in
September 2021**

Sycamore Road
Southill
Weymouth
Dorset
DT4 9UF

01305 773144

Hello from Southill

Thank you for your interest in our vibrant, happy school. Southill is a great place to learn and work. The school community is a supportive one that works closely together to achieve the very best for our pupils.

We are looking to appoint an enthusiastic and ambitious KS2 class teacher to join our popular school. This post is full-time and will start in September 2021. We wish to appoint the right person for our school and so are open about which age group our new teacher will lead; please state your strengths on the application.

Alongside this post there is an option, for the right candidate, to take an additional role as Subject Leader in Maths, with a TLR2 (£2873) for this responsibility. The successful candidate will be an excellent teacher of Maths with a passion for their subject and the ability to inspire others. Please indicate in the 'Relevant experience' section of your application whether you are applying for the class teacher post or the class teacher + additional TLR.

Our ethos is summarised in our motto – Happy, Confident and Prepared. We prioritise staff and pupil wellbeing and are intent on becoming an excellent school, full of brilliance and fun. We place a strong emphasis on developing happy, thriving children and having positive, valued staff.

Take a look at the information about our school and if you think you'd like to join us, please get in touch. You can view a virtual tour of our school at <https://www.southill.dorset.sch.uk/our-school/> and you're welcome to email me if you have any further questions.

Paul Mason
Headteacher
p.mason@southill.dorset.sch.uk



About Our School



Southill Primary is a one-form entry school with 214 pupils. We are a relatively small Weymouth primary and we believe this helps make Southill a fantastic place to learn and work. We are a family school, one where all the children learn and play together and where we build strong relationships with parents. We know all our children well and deliver high standards of care and education. The wider school community is warm and supportive.



The school was inspected in April 2017 and judged to be good. Since then, we have continued to improve, developing our team, working towards a common approach and striving for excellence in everything we do.

We believe that **Reading for Pleasure** is one of the most important skills children develop for life. Our entire curriculum is designed around top quality children's literature. We're looking for people who are knowledgeable and enthusiastic about children's books and act as reading role models.

Over the past couple of years we have come a long way on our journey to becoming a **Talk For Writing** school. We're very proud of the way we teach writing creatively across the curriculum using the Talk For Writing approach in all classes from Reception to Year 6. Our pupils love it and so do our teachers. Experience of Talk For Writing is definitely an advantage but don't worry if you don't have it – as long as you're willing to learn and open to new ideas we'll give you all the support you need with planning and teaching writing.

TalkforWriting

If "good reading and writing float on a sea of talk" then why leave maths out? We teach maths using the **Maths – No Problem** scheme. We were drawn to this approach because of its links to Talk For Writing and the way it encourages children to talk, to collaborate and to work creatively to solve problems; skills we know they'll need later in life. Again, experience of teaching using Maths No Problem is an advantage but not essential – we can give you all the support you need.

MATHS
NO PROBLEM!



Our curriculum provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. We use **Cornerstones Maestro** to help us plan a coherent and connected curriculum, building on children's knowledge and experience year by year.



Outstandingly Happy

Wellbeing is our top-priority. We want all our pupils and staff to be happy, confident and prepared – to be equipped with the skills they need to thrive in the 21st century. We are proud of our Outstandingly Happy status. Since achieving this in 2019 we have continued to build on it developing a community and culture where children and adults know how to care for each other and invest time in their own mental health and wellbeing.



Happy 🦋 Confident 🦋 Prepared

Person Specification: Class teacher

Candidates should ensure that they address all of the criteria in their application form referring, where possible, to actual experience. In addition the interview will explore issues relating to safeguarding and promoting the welfare of children, including:

- your motivation to work with children
- your ability to form and maintain positive and appropriate relationships with children
- how you manage behaviour while respecting children's needs.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of recent professional development • Experience of meeting the needs of children with SEN
Experience	<ul style="list-style-type: none"> • Proven ability as a successful classroom practitioner of children of primary school age • Practiced in providing effectively for pupils with differing educational needs • Experience in planning and teaching through a cross-curricular approach as well as discrete subject work 	<ul style="list-style-type: none"> • Experience of Talk For Writing • Experience of teaching using Maths No Problem • Experience of managing TAs and forming good working relationships
Knowledge and understanding	<ul style="list-style-type: none"> • the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) • statutory National Curriculum requirements and age-related expectations • the monitoring, assessment, recording and reporting of pupils' progress • the different ways teachers can use technologies to enhance learning • the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection • how to build positive relationships with children, parents and staff • effective teaching and learning styles 	<ul style="list-style-type: none"> • A thorough and up to date knowledge of a range of teaching, learning and behaviour management strategies and how to implement them effectively
Skills	<ul style="list-style-type: none"> • apply school's policies and promote the school's aims • use effective strategies to inspire, motivate and encourage children • develop good personal relationships within a team • establish and develop close relationships with parents, governors and the community • communicate effectively and to a high standard (both orally and in writing) to a variety of audiences • use technology effectively to plan, to collaborate and to teach • create a happy and inspiring learning environment 	<ul style="list-style-type: none"> • The ability and ambition to bring new and innovative ideas to help develop and improve our school.
Personal attributes	<ul style="list-style-type: none"> • be approachable by children, parents and other staff • understand teaching as a vocation, not just a job • be enthusiastic, cheerful and optimistic - even on the grey, rainy days • be able to handle the pace of change • be open to new ideas and willing to take risks • be ambitious for their own future as well as for the future of the pupils and the school 	<ul style="list-style-type: none"> • Can demonstrate commitment to the wider life of the school

Person Specification: Maths responsibility - TLR 2

	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Makes an effective contribution to school improvement through subject leadership or a management role • Uses data and evaluation strategies to measure impact and inform improvement • Leads workshops, staff meetings and INSET 	<ul style="list-style-type: none"> • Worked across the primary age range including EYFS • Leads a significant area of whole school development • Manages resources and related budgets • Works with the wider community
Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrates excellent teaching practice in Maths • Understands the importance of Maths to children's aspirations and ambitions - and can communicate this to others • Ability to lead an initiative effectively to raise standards 	<ul style="list-style-type: none"> • Evidence of awareness of current local and national initiatives
Skills	<ul style="list-style-type: none"> • Teaches outstanding lessons that meet the needs of all pupils • Ability to lead and work as part of a team; enthusing and inspiring others • Offers timely advice and support to staff • Constructs action plans to address school development priorities and evaluates them using a range of monitoring evidence 	<ul style="list-style-type: none"> • Evaluates pupil achievement data and uses it effectively to support school self-evaluation and strategic planning • Ability to undertake curriculum mapping, creating cross curricular links in a range of subjects
Personal attributes	<ul style="list-style-type: none"> • Enthusiasm for Maths as a subject • Ability to communicate this enthusiasm to children, staff and parents • Positive attitude to raising achievement and high expectations of all learners • Ability to develop good working relationships within a team and across the school through a sensitive and positive manner, making an effective contribution to staff morale • Ability to work under pressure • Be resilient, flexible and adaptable 	