



Job Title: Primary Teacher - Early Years - Key Stage 1 & 2

Responsible to: Head Teacher

Main Duties

Working with SEN pupils with complex needs, including SEMH, ASD, ADHD, trauma and attachment, some of our pupils have multiple needs.

This role is to teach Early Years - Key Stage 1 & 2. Class sizes are rarely bigger than 6 pupils.

You will demonstrate excellent knowledge of the curriculum, classroom management skills and high expectations for all pupils to achieve their potential and have current or recent experience of working with Early Years - Key Stage 1 & 2 pupils.

Job Description

- Write, implement, and evaluate long-term, medium, and weekly plans.
- Record and evaluate children's progress using relevant evaluation procedures.
- Assess and track progress.
- Write accurate annual reports.
- Provide feedback for pupil 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, and liaise with parents as required under the guidance of the Head Teacher/Assistant Head Teacher.
- Attend INSET days and ensure continuing professional development.
- Be fully aware of, and adhere to, all applicable Talbot House policies and procedures.
- Provide an environment for the children that enables them to realise their potential and maximise their academic, social, physical, and emotional development.
- Demonstrate flexibility by carrying out any other duties as may be reasonably required and directed by the Head Teacher / Deputy Head Teacher.
- 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 Children's Charity'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.

To apply please fully complete our application form, using the personal specification to help you complete the 'skills, experience and knowledge' section of the form. Applicants who read our Tips for Applicants document before completing this section of our application form are more likely to be offered an interview. You will find our Tips for Applicants document attached above. If you have any queries regarding this position or the application process, please contact HR on 0191 229 0111 or email HR at: hr@talbothousecc.org.uk

For safer recruitment reasons we are unable to accept CVs. You will find our Application Form attached above. CVs will not be reviewed.

Note: The Charity is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment (see full policy details on our website). This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants should be aware that the post will only be offered to successful candidates subject to an Enhanced DBS check as well as other employment clearances and continued subscription to the DBS Update Service. Please see link for further information:

https://assets.publishing.service.gov.uk/media/653f7e52d10f3500139a6b20/30102023__Guidance_on_the_Rehabilitation_of_Offenders_Act_1974_and_The_Exceptions_Order_1975.pdf

Please note that this role is classed as regulated activity as it involves working directly with children and/or vulnerable adults. All short-listed candidates will be asked to complete a criminal records self-declaration form prior to interview. Please note it is an offence to apply for this role if the applicant is barred from engaging in regulated activity relevant to children and the Charity has the right to respond appropriately.

We can only accept a Charity Application Form for this role. We are not able to accept CVs for any role. 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 declarations and references will be addressed at interview.

Job Specification

	ESSENTIAL / DESIRABLE CRITERIA	ESSENTIAL/ DESIRABLE	EVIDENCED BY*
	QUALIFICATIONS AND TRAINING		
1	Relevant teaching qualification – degree level	E	A
2	Have Qualified Teacher Status with ECT Status (formally NQT)	D	A
	EXPERIENCE, ABILITIES & SKILLS		
3	A minimum of two years teaching experience in any setting.	E	A
4	At least two years' experience in one or more schools across KS1 & KS2 - Early Years.	E	A/R
5	Demonstrates excellent knowledge of the national curriculum for KS2.	E	A/I/L/R
6	Experience of teaching pupils with complex needs (including ASD, SEMH, Trauma & ADHD).	E	A/I/L/R
7	Demonstrates a clear picture of what constitutes quality first teaching.	E	A/I/L/R
8	Demonstrates effective classroom management, organisation, and display.	E	I/L/R
9	Proven record of effective planning, assessment, and record-keeping.	E	A/I/R
10	Possesses organisational skills required to plan and resource schemes of work and to ensure they are implemented.	E	A/I/L/R
11	Excellent interpersonal skills to build and maintain professional relationships with staff and pupils.	E	A/R
12	Ability to encourage pupils to develop self-esteem and resilience.	E	L/I/R
13	Ability to create a safe, supportive, and stimulating learning environment for all pupils.	E	A/I/L/R
14	Understanding of child development, together with the ability to adapt and select appropriate teaching methods, according to pupils differing needs.	E	A/I/L/R
15	Demonstrates excellent written and oral communication skills.	E	A/I/L
16	Ability to, sensitively and effectively, communicate with a wide range of professionals and non-professionals, both within and outside the school, including parents.	E	A/I/L/R
17	Possesses excellent teaching skills.	E	I/L/R
	PERSONAL QUALITIES		
18	Ability to relate appropriately to staff in a variety of contexts and be a supportive team member.	E	I/L/R
19	Has a commitment to pupils well-being.	E	I/L/R
20	Demonstrates enthusiasm, and has a positive outlook.	E	I/L/R
21	Sets high standards and is a good role model to pupils and other staff.	E	I/L/R
22	Demonstrates resilience.	E	I/L/R
23	Demonstrates flexibility.	E	I/L/R
24	Driving Licence.	E	A
25	Enhanced DBS (completed upon acceptance of conditional offer of employment).	E	Certificate
26	Online DBS Subscription (Children Workforce) with original DBS Certificate (must be matching certificate number).	D	Online check

*A = Application Form, I = Interview, L = Demonstration Lesson, R = References