



# St Martin's Preparatory School

## Job Description and Person Specification

### Prep Teacher (KS2)

#### Job Description

Our whole school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

**Post title:**

Prep Teacher (KS2)

**Working Pattern**

Full Time, 1 Year FTC with potential to change to permanent for the right candidate

**Remuneration:**

Commensurate with experience

**Responsible to:**

Head

**Purpose of the Job:**

To enable the children in your care to make outstanding progress in their learning by building upon their existing knowledge and skills, providing outstanding pastoral care through the reinforcement of the school's values and take a lead in curriculum development.

**Main Responsibilities:**

- To be aware of the relevant developments to Key Stages teaching, learning, assessment, and recording, both locally and nationally
- Potentially responsible for the leadership for Key Stage 2
- To deliver lessons which are consistently judged as good or outstanding in line with the school's expectations.
- To be able to teach booster sessions in year 5 & 6, bearing in mind the entrance examinations for grammar and selective independent schools.
- To develop appropriate long- and medium-term plans and daily plans in line with the School's policy on planning.
- To plan engaging and motivating learning activities and achieve progression in pupils' understanding by identifying clear learning intentions and success criteria.
- Lesson content will be differentiated and responsive to meet the needs of all pupils. Pitch will match current levels of understanding.
- To set clear targets for pupils building on prior attainment.
- To establish a safe, organised and stimulating environment with purposeful displays that foster independent exploration, extends learning, and celebrates pupils' achievements.
- To critically analyse the impact and effectiveness of your teaching, making timely adjustments to the curriculum where necessary and to be open to peer feedback.
- To make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning.
- To analyse data and prepare for pupil progress meetings.
- To select and make good use of ICT and other learning resources which enable learning objectives to be met

	<ul style="list-style-type: none"> <li>• To plan, set and assess homework in accordance with the School Homework Policy</li> <li>• To set high expectations for pupils' behaviour, promoting fair and consistent discipline in line with our Behaviour Policy;</li> <li>• To establish a pupil voice, listening carefully to pupils, analysing their responses and use this constructively to progress learning</li> <li>• To liaise with parents in a diplomatic and professional manner, reporting to them the progress or otherwise of their children and to be available for such discussions at reasonable times outside normal school hours and to make time available during school holidays to meet existing and potential parents</li> <li>• To be aware of confidential issues linked to home/pupil/teacher/school</li> <li>• To promote the acceptance and inclusion of the pupil with SEN, encouraging students to interact with each other in an appropriate and acceptable manner</li> <li>• To establish supportive relationships with the students concerned</li> <li>• To give positive encouragement, feedback, and praise to reinforce and sustain the students' efforts and develop self-reliance and self-esteem.</li> <li>• To know and apply school policies on Child Protection, Safeguarding, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc</li> <li>• To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment</li> <li>• To take part in training activities offered by the school to further knowledge and skills of working with a child with specific learning difficulties</li> <li>• To be willing to support break/lunchtime supervision and assist with extra-curricular activities</li> <li>• To accompany students on educational visits</li> </ul>
<p><b>Monitoring, Assessment, Recording, Reporting, and Accountability</b></p>	<ul style="list-style-type: none"> <li>• To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.</li> <li>• To contribute towards the implementation of Individual Pupil Profiles, particularly the planning and recording of appropriate actions and outcomes related to set targets in liaison with the SENCO.</li> <li>• To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.</li> <li>• To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.</li> <li>• Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.</li> </ul>
<p><b>Subject Knowledge &amp; Understanding</b></p>	<ul style="list-style-type: none"> <li>• To have a thorough and up-to-date knowledge and understanding of the subjects being taught, level descriptors and specifications for examination courses.</li> <li>• To keep up to date with research and developments in pedagogy and the subject area</li> </ul>
<p><b>Professional Standards &amp; Development</b></p>	<ul style="list-style-type: none"> <li>• To be a role model to pupils through personal presentation and professional conduct.</li> <li>• To arrive in class before the start of the lesson, and to begin and end lessons on time.</li> <li>• To cover for absent colleagues as is reasonable, fair and equitable.</li> <li>• To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health &amp; Safety, and that of any other persons who may be affected by their acts or omissions at work.</li> </ul>

	<ul style="list-style-type: none"> <li>• To be familiar with the School’s handbooks and support all the School’s policies, e.g. those on Health and Safety, Safeguarding etc.</li> <li>• To establish effective working relationships with professional colleagues and associate staff.</li> <li>• To strive for personal and professional development through active involvement in the School’s appraisal system and performance management procedures.</li> <li>• To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.</li> <li>• To liaise effectively with parent/carers and with other agencies with responsibility for pupils’ education and welfare.</li> <li>• To be aware of the role of the Governing Body of the School and to support it in performing its duties.</li> <li>• To complete the on-line training courses as required by the school</li> <li>• To provide the documentation required to carry out a DBS check.</li> <li>• To be familiar with and implement the relevant requirements of the current SEN Code of Practice.</li> <li>• To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who: <ul style="list-style-type: none"> <li>o have SEN;</li> <li>o are gifted and talented;</li> <li>o are not yet fluent in English.</li> </ul> </li> <li>• To up hold the school’s core values.</li> </ul>
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### Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of Assessment
<b>Qualifications:</b>	<ul style="list-style-type: none"> <li>• Relevant teaching qualification including QTS</li> <li>• PGSE or other relevant qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Bachelor/Master degree</li> <li>• Further qualifications with regard to child protection and/or SEN.</li> <li>• Relevant First Aid qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Production of the Applicant’s certificates and Application Form.</li> </ul>
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Experience of working with children aged between 4-11 years</li> <li>• Experience of dealing with children within an educational context.</li> </ul>	<ul style="list-style-type: none"> <li>• Recent experience of teaching at the relevant level.</li> <li>• Experience of leading Key Stage 2 leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the Application Form.</li> <li>• Interview.</li> <li>• Professional references.</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• An ability to communicate effectively both orally and in writing.</li> <li>• An ability to devise and implement a range of teaching strategies to promote learning and enjoyment of a subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialism for running an after-school club</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the Application Form.</li> <li>• Interview.</li> <li>• Professional references</li> </ul>

	<ul style="list-style-type: none"> <li>• An ability to carry our administrative tasks accurately and efficiently to meet tight deadlines</li> <li>• Good IT skills and an ability to use ICT to good effect in the classroom</li> <li>• First class literacy and numeracy skills.</li> </ul>		
<b>Knowledge:</b>	<ul style="list-style-type: none"> <li>• Knowledge of the requirements of the National Curriculum and specifications of examination courses.</li> <li>• An awareness of and commitment to the ethos of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of equal opportunities issues and how they can be tackled through teaching and learning strategies and other SEN provision.</li> <li>• Awareness of safeguarding, data protection and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the Application Form</li> <li>• Interview</li> <li>• Professional references</li> </ul>
<b>Personal competencies and qualities:</b>	<ul style="list-style-type: none"> <li>• A genuine enthusiasm for working with children and a desire to communicate this to students</li> <li>• A positive attitude to the use of authority and maintaining student discipline</li> <li>• A commitment to overcoming barriers to learning.</li> <li>• An ability to inspire confidence</li> <li>• Being a positive role model</li> <li>• An ability to strike a good professional rapport with children, staff and parents</li> <li>• To be flexible to the needs of the students</li> <li>• An interest in contributing to the extracurricular life of the school</li> <li>• Able to work well as part of a team</li> <li>• Able to work on own initiative</li> </ul>		<ul style="list-style-type: none"> <li>• Contents of the Application Form</li> <li>• Interview</li> <li>• Professional references</li> </ul>