



BEACON RISE PRIMARY SCHOOL

Hanham Road, Kingswood, Bristol

BS15 8NU

01454867232



INFORMATION PACK FOR CANDIDATES

Class Teacher & Key Stage Leader





Beacon Rise Primary School
Hanham Road
Kingswood
Bristol
BS15 8NU

Dear Applicant

Thank you for your enquiry regarding the position of Class Teacher & Key Stage Leader at Beacon Rise Primary School.

I hope you find the information pack helpful; it includes a job description and specification. If you feel that this is a post for which you would like to apply, please complete the attached application form and return it to us in either of the following ways:

Email: school@beaconrise.org.uk

Post: Mr T Leaman
Beacon Rise Primary School
Hanham Road
Kingswood
Bristol
BS15 8NU

The closing deadline is no later than **Midday, Thursday 29th April 2021.**

On your application form please ensure you provide the name, address and status of two referees, one of whom should be your current direct manager if possible. Candidates should be aware we will seek references on shortlisted candidates and may approach employers for information to verify particular experience or qualifications before the interview. If you would like to visit the school there will be an opportunity to do so on 26th April at 4pm, please ensure you book a space through the school email school@beaconrise.org.uk. For any specific questions or an informal confidential discussion please also use the school email in the first instance.

Interviews will take place on **Thursday 6th May 2021.**

If you would like to know more about us before you apply please see our website www.beaconriseprimaryschool.co.uk, our Twitter feed at @beaconrise1 or phone us on 01454 867232.

If you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification.

I wish you well and thank you once again for your interest in what we think will be a challenging, but ultimately incredibly rewarding post.

Yours sincerely

Chris Thomas
Headteacher



“Beacon Rise is a place where children and adults have fun, work hard and achieve their very best. It is a place where we all want to be; where mutual respect, a zest for life and a desire to learn come together to make Beacon Rise a school of excellence.

I feel proud to be the Headteacher of Beacon Rise.”

Chris Thomas

Fun

Enjoyment is central to our success. Committed staff thrive in a challenging, but enjoyable atmosphere of mutual support. A wide range of provision for pupils results in our most recent parental questionnaire recording that 100% of pupils are happy at school.

Academic Excellence

Our results prove our commitment to academic excellence. Pupils leaving us at the age of 11 years consistently achieving results significantly above the national and local authority averages in Reading, Writing and Mathematics. Results of our 5 and 7-year-old pupils are also above that achieved locally and nationally.

TeamBR

Our pupils are provided with the opportunity to play and compete at a level most appropriate to their ability, provision ranges from weekly enrichment clubs to county and regional elite competition. If there is a sporting opportunity available anywhere in the county TeamBR will be represented. Teams include rugby, netball, football, lacrosse, hockey, cross country, swimming, handball etc.



CreateBR

Enrichment opportunities within the area of Creative Arts are exceptional at Beacon Rise. Choirs, dance teams, ukulele bands, yoga classes, drama, art and mindfulness activities combine to create an atmosphere of creative excellence. Visits, competition and performance extend and celebrate our success.

CareBR

We set a £20k target each year for charity fundraising. School events, community liaison and a range of voluntary work ensures Beacon Rise teaches its staff and pupils the value of caring for others.

Play

Called 'the best school in England' for play, we have developed our lunchtime and playtimes to unrivalled levels of engagement and happiness. We share our play ideas far and wide, with national conference talks, visits from all over the world and our provision used to train inspectors as far away as Australia. Have a look at <https://www.youtube.com/watch?v=VODHvOuQ4BU> for a taste of the fun!



International Links

Beacon Rise is an International School. This award recognises our commitment to creating links with institutions across Europe created to bring the very best of international education back to Bristol. We are very proud to have taken part in two Comenius projects.

Awards



Support

Any teacher at Beacon Rise, from the newest of NQTs to the most experienced outstanding teacher, will receive an exceptional level of training and support. Bespoke programs of development enable us to create teachers of the highest possible ability.

Applications

Each year we receive hundreds of applications for places at Beacon Rise. Parents are desperate for their children to attend and many move into the area to achieve this.

The same is true of teacher and TA applications. Aware of the positive career impact of a role at Beacon Rise applicants are welcomed from a large number of candidates.



If you want to become an outstanding teacher, surrounded by high levels of academic, sporting and creative performance, unrivalled regionally, then Beacon Rise is the place for you.



**PERSON SPECIFICATION
CLASS TEACHER**

	ESSENTIAL ATTRIBUTES	DESIRABLE ATTRIBUTES
QUALIFICATIONS	Qualified Teacher Status	Good honours degree
PROFESSIONAL DEVELOPMENT	Recent experience in a school setting Evidence of continuing professional development	Take responsibility for own professional development.
SKILLS	<p>High level of written, oral and communication skills</p> <p>Ability to communicate effectively, orally and in writing, to a range of audiences</p> <p>Good organisational and planning skills</p> <p>Ability to work as part of a team, relating well to colleagues, pupils and parents</p> <p>Ability to demonstrate a commitment to equality of opportunity for all pupils</p> <p>Ability to investigate, solve problems and make decisions</p> <p>Able to use own initiative and motivate others</p> <p>Ability to demonstrate high level IT skills in personal and educational situations</p> <p>Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them.</p> <p>Have respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure</p>	<p>Able to offer expertise in a specific subject or area</p> <p>Ability to teach across primary age range</p> <p>Commitment to an involvement in extracurricular activities.</p> <p>Evidence of sharing in, and contributing to, the corporate life of the school.</p>



JOB DESCRIPTION CLASS TEACHER

POST TITLE:	Class Teacher
SALARY GRADE:	Main Professional Grade
JOB PURPOSE:	To be responsible for the delivery of high quality teaching and learning within the relevant class and to carry out such other associated duties as are reasonably assigned by the school leadership.
RELATIONSHIPS:	<p>The postholder is responsible to the Head teacher senior leadership team for his/her teaching duties and for fulfilling the duties set out in this job description.</p> <p>The post holder may be responsible for the supervision of the work of teaching assistants relevant to her/his responsibilities.</p> <p>There is a requirement for effective professional relationships with all teaching and support staff colleagues and other members of the school community.</p>
STATUTORY REQUIREMENTS:	This job description is to be read in accordance with the provisions of the most recent School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as is relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the "Burgundy Book") and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.
GENERIC RESPONSIBILITIES:	<p>The postholder will have responsibility for teaching an assigned class of pupils as described in the job description that applies to all classroom teachers. There may be an element of subject leadership within the post.</p> <p>The postholder will be expected to act as an adult role model and support school policies when dealing with students or visitors to the school.</p> <p>The particular responsibilities for the post of class teacher are as follows:</p> <ol style="list-style-type: none"> a) to teach, according to their learning needs, pupils assigned to him/her in the allocated class b) have high expectations of all learners in terms of pupil progress and behaviour c) to be ambitious regarding pupil progress for all learners in the class, throughout the school year, working in conjunction with the Learning Leader in their year group d) to control and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of classroom assistants relevant to the allocated class; e) to maintain discipline in accordance with the rules and disciplinary systems of the school;

	<p>f) to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole; and to promote equal opportunities and racial awareness within the school and to seek to ensure the implementation of the school's equal opportunities policy and race awareness policy.</p>
PARTICULAR RESPONSIBILITIES	<p>Have an impact upon the educational progress of pupils outside of their designated classroom by:</p> <p>Monitoring and evaluating pupils' progress achievement and attainment in the core subjects within the designated key stage.</p> <p>Liaising with other key stage members to identify under performance by pupils and ensure appropriate intervention strategies and plans are implemented.</p> <p>Liaising with other key stage leaders to ensure continuity and progression of achievement and attainment on transfer.</p> <p>Lead, develop and enhance the teaching practice of others by:</p> <p>Modelling appropriate teaching strategies and lessons for others to observe.</p> <p>Implementing a process of peer observations where and when appropriate.</p> <p>Acting as a mentor for newly appointed key stage members.</p> <p>Carrying out performance management for designated staff following the schools agreed policy.</p> <p>Liaising with the key stage members to disseminate and promote new teaching initiatives.</p>
RESOURCES AND SUPPORT	<p>The job description sets out the principal responsibilities of the post but does not describe each of the tasks that it may be necessary to carry out.</p> <p>The job description may be reviewed from time to time in consultation with the postholder in order to address changing circumstances or priorities within the school.</p>
SPECIAL NOTES AND CONDITIONS	<p>The postholder will be subject to an enhanced Disclosure and Barring Service (DBS) check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.</p> <p>The postholder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the school's child protection policies and behaviour management policy.</p>

Head of Key Stage

Salary grade: MPS + TLR2

Purpose

TLR leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils within their area of their responsibility.

Line Management:

The post holder is responsible to the Executive Leadership Team for fulfilling the duties set out in this job description.

Statutory Requirements:

This job description is to be performed in accordance with the requirements of the School Teachers' Pay and Conditions document and within the range of professional duties set out in that document that apply to class teachers.

Responsibilities

Generic: - see separate class teacher's job description.

Specific to post:

Knowledge and Understanding

TLR leaders must have a detailed knowledge of:

- The school vision, aims, priorities, targets and action plans
- Any statutory curriculum requirement and the requirement for assessment, recording and reporting of pupils' attainment and progress
- The characteristics of high quality teaching and main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils
- Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change
- The implication of the code of practise for special educational needs for teaching and learning

Accountability

TLR leaders are accountable to the Headteacher for ensuring that knowledge and understanding of their department is kept up to date.

Planning and Setting Expectations

TLR leaders are responsible for:

- Setting expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching
- Working with the SENCO and any other staff with Special Educational Needs expertise, to ensure that IEPs are used to set subject specific targets and match work well to pupils' needs
- Establishing, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the department which:
 - Are based on a range of comparative information and evidence, including the attainment of pupils
 - Identify realistic and challenging targets for improvement
 - Are understood by all those involved in putting the plans into practice
 - Are clear about action to be taken, timescales and criteria for success

Accountability

TLR leaders are accountable to the Headteacher for the quality and standards of teachers' planning in the department/area they lead and manage.

Teaching and Managing Staff

TLR leaders are responsible for ensuring:

- Curriculum coverage, continuity and progression in the department for all pupils, including those of high ability and those with special educational needs or linguistic needs
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject, and communicate such information to pupils
- Effective development of pupils literacy, numeracy and information technology skills through the department
- Teachers in the department are aware of their contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens
- Teachers in the department know how to recognise and deal with racial stereotyping

TLR leaders are accountable to the Headteacher for ensuring appropriate resources are available for the effective delivery of the curriculum

Strategic Leadership

TLR leaders are responsible for:

- Developing and implementing policies and practices for the department and area, which reflect the school's commitment to higher achievement, effective teaching and learning
- Ensuring that the Headteacher, SLT and governors are well informed about plans and priorities
- Establishing a clear, shared understanding of the importance and role of the department in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experience of adult life

Accountability

TLR leaders are accountable for creating a climate, which enables other staff to develop and maintain positive attitudes towards the department and confidence in teaching within it

Resources and support:

This post will carry an entitlement to appropriate leadership and management time, when necessary and agreed with the HT.

Review:

The job description sets out the principle responsibilities for the post but does not describe each of the tasks that it may be necessary to carry out.

The job description may be reviewed from time to time in consultation with the post-holder in order to address the changing circumstances of priorities within the school.

Signed: _____ Postholder.

Date: _____

Signed: _____ Headteacher.

Date: _____