

PARKWOOD ACADEMY – Class Teacher

| | |
|---------------------|--|
| Contract: | Fixed Term – Ending 31/12/2025 (maternity cover) |
| FTE: | 1.0 |
| Salary: | Main Scale 1-6/UPR (dependant on qualifications and experience) £31,650.00 – £49,084.00/£45,646.00 – £49,084.00 UPR |
| Application Closes: | Midday Wednesday 4 th June 2025 |
| Interview Date: | Week commencing 9 th June 2025 |

Inspire, Lead, and Empower – Class Teacher Wanted!

Are you a passionate Class Teacher or ECT looking to begin your journey into teaching? Parkwood Academy, part of the South Essex Academy Trust (SEAT), is looking for a **Class Teacher** to join our dynamic team!

At SEAT, we believe in **belonging, compassion, curiosity, and empowerment**—values that shape our commitment to excellence in education. In this role, you'll not only inspire young minds in the classroom but also help them to realise their full potential!

What's in it for you?

- A supportive and inclusive work environment where you're truly valued
- A **Leadership Academy** to fuel your professional growth
- A strong focus on **staff well-being** through our Employee Assistance Programme
- The chance to be part of a committed, forward-thinking team that empowers both pupils and colleagues
- The opportunity to be considered for UPR if you are a highly skilled teacher who consistently makes a significant and lasting impact on the broader school community (please request the Class Teacher – UPR job description)

If you're ready to make a real impact and take the next step in your career, we'd love to hear from you!

Apply now and be part of something amazing!

If you would like to apply for this position, please click the following link to access our application form: [Career Opportunities – South Essex Academy Trust \(seacademytrust.co.uk\)](https://seacademytrust.co.uk/career-opportunities).

Once completed please send to recruitment@seacademytrust.co.uk along with your Recruitment Monitoring Information form. Please take care to complete the application in full as incomplete applications will not be considered.

We warmly welcome and encourage visits to our school, call 01245 354605 to arrange directly. We look forward to meeting you!

At the South Essex Academy Trust, we celebrate diversity and are committed to creating an inclusive environment where everyone feels valued and respected. We welcome applications from all backgrounds and actively promote equality of opportunity for all.

Parkwood Academy is dedicated to safeguarding and promoting the welfare of children and expects all staff to uphold this commitment. We adhere to safer recruitment practices, and all appointments are subject to satisfactory DBS certification and references.

We encourage early applications, as this vacancy may close sooner than the advertised deadline.

Job Description and Person Specification below

Job Description – (For Class Teacher UPR please request the UPR Job Description)

| | |
|---------------------|---|
| Job Title | Class Teacher |
| Grade | Main Scale |
| Reports to | Headteacher |
| Liaison with | Headteacher, Deputy Headteacher, Senior Leadership Team (SLT), SEN Co-Ordinator, Pupils, Parents, Trust Director, Learning Support Assistants and Midday Assistants. |
| Job Purpose | <ul style="list-style-type: none"> • 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 any statutory and recommended frameworks including the National Curriculum, local authority and school policies. • Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all. • Be responsible and accountable for achieving the highest possible standards in work and conduct. • Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. • Work proactively and effectively in collaboration and partnership with pupils, parents / carers, Headteacher, Line Manager, members of the SLT, other staff and external agencies in the best interests of pupils. • Take responsibility for promoting and safeguarding the welfare of children and young people within the school. |
| Duties | Teaching <ul style="list-style-type: none"> • To maintain a thorough and up-to-date knowledge of the teaching of your subjects and take account of wider curriculum developments which are relevant to your work. • To plan lessons and sequences of lessons to meet pupils' individual learning needs. • To use a range of appropriate strategies and follow school policies for teaching, behaviour and classroom management. • To ensure that you safeguard and promote the welfare of pupils in the school. • To set well-grounded expectations and targets for pupils in your class using information about prior attainment. • To assess, monitor and record the progress of pupils in your class and give them clear and constructive feedback. • To ensure that, as a result of your teaching, your pupils achieve well relative to their prior attainment, making progress as good as or better than similar pupils nationally and in the school. • To take responsibility for your own professional development and use the outcomes to improve your teaching and your pupils' learning. |

- To make an active contribution to the policies, aspirations and plans of your year group, of your curriculum area and of the school.
- To contribute to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and marking and pastoral arrangements throughout

Other Activities

- To promote the positive ethos and culture of the school to other staff, Trust Directors, parents, children and members of the wider community.
- To contribute to and support the overall ethos, work and aims of the school.
- To comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the Headteacher.
- To be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop.
- To promote the general progress and wellbeing of individual pupils throughout the school.
- To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies and in consultation with the SEN Coordinator.
- To keep records and make reports on the personal and social needs of pupils.
- To communicate and co-operate with other agencies to support the educational, development / general progress and wellbeing of individual pupils and to participate in meetings arranged for any purposes described above including One Plan Meetings.
- To inform the SLT and SEN Coordinator immediately of any concerns regarding a pupil's welfare.
- To communicate and consult with parents / carers of pupils and provide an accurate written annual report for parents.
- To maintain good order and discipline throughout the school, in line with the school's behaviour policy.
- To safeguard every pupil's health, safety and wellbeing in line with school policies.
- To participate in professional development meetings which relate to the curriculum, administration or organisation of the school, including pastoral arrangements.
- To attend assemblies, when requested by the Headteacher and SLT team.
- To register pupils at the start of the school day and after the lunch break.

- To supervise pupils throughout the school during playtimes and at any other times requested by the Headteacher.

Management

- To plan, manage and organise the work of other adults (TAs, LSAs) assigned to the classroom in order to have a positive impact on pupil progress.
- To ensure that other adults assigned to the classroom meet all of the responsibilities as set out in their job descriptions, in a timely and effective manner.
- To liaise with employee line manager to ensure support and alignment to performance management objectives.

Training and Development

- To review and evaluate the teaching methods and schemes of work.
- To participate in training and development activities in school or at other providers in order to improve professional skills and knowledge.
- To participate in performance management reviews in line with school policy.

Person Specification

Early Years Class Teacher

A – Application Form

I – Interview

| 1. Qualifications, Training and Experience | Essential | Desirable |
|--|-----------|-----------|
| Qualified Teacher Status (A) | ✓ | |
| Degree or equivalent (A) | ✓ | |
| Evidence of continuous INSET and commitment to further professional development (A&I) | | ✓ |
| Experience of teaching at Early Years Foundation Stage and/or Key Stage 1 (A&I) | ✓ | |
| Knowledge of the National Curriculum, in particular the Foundation Stage Curriculum (A&I) | ✓ | |
| Experience of teaching across the whole Primary school age range (A&I) | | ✓ |
| Experience of working in partnership with parents (I) | ✓ | |
| 2. Professional Knowledge and Understanding | Essential | Desirable |
| Demonstrate a knowledge of the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and inclusion (I) | ✓ | |
| Establish a knowledge of the statutory National Curriculum requirements at Key Stage 1 and/or Early Years Foundation Stage Framework (A&I) | ✓ | |
| Effective teaching and learning strategies in a primary school (A&I) | ✓ | |
| Excellent understanding of how children learn and ability to actively promote and support creativity and independence in learning (I) | ✓ | |
| Evidence of planning and implementing an effective teaching programme, including the monitoring, assessment, recording and reporting of pupils' progress (I) | ✓ | |
| Clear understanding of assessment practice and use of data to inform and improve learning and teaching (I) | ✓ | |
| Understanding and implementation of behaviour management strategies (I) | ✓ | |
| Ability to motivate pupils of differing abilities (I) | ✓ | |

| | | |
|--|------------------|------------------|
| An understanding of the positive links necessary within school and links between schools (especially partner schools) as well as with all its stakeholders (A&I) | ✓ | |
| Clear knowledge of the preparation and administration of statutory National Curriculum tests (I) | | ✓ |
| Ability to record and report observations in an appropriate manner (both verbally and written) (I) | ✓ | |
| Able to maintain complete confidentiality within professional responsibilities (I) | ✓ | |
| Be committed to the ethos of the school (I) | ✓ | |
| Awareness of and commitment to equality (I) | ✓ | |
| Basic understanding of Health & Safety (I) | ✓ | |
| Understand and implement child protection procedures (I) | ✓ | |
| Understand procedures and legislation relating to confidentiality (I) | ✓ | |
| How to further develop personal professional skills and knowledge. (I) | ✓ | |
| Be prepared to develop and learn in the role (I) | ✓ | |
| 3. Skills | Essential | Desirable |
| Ability to promote the school's aims positively, and use effective strategies to monitor motivation and morale (I) | ✓ | |
| Develop good personal relationships within a team (teaching and non-teaching staff) and with pupils, parents, other professionals and the wider community (I) | ✓ | |
| Establish and develop close relationships with parents, SLT, Trust Directors and the community (I) | ✓ | |
| Ability to manage change effectively to support school improvement (I) | ✓ | |
| Ability to develop knowledge and skills leading to future professional development (I) | | ✓ |
| Ability to communicate effectively (both written and verbally) to a variety of audiences (I) | ✓ | |
| Create a happy, challenging and effective learning environment (I) | ✓ | |
| Know how to use ICT effectively as an integral part of teaching and learning (I) | ✓ | |
| Select and employ a wide range of resources with regard to safety issues (I) | ✓ | |

| 4. Personal Skills and Qualities | Essential | Desirable |
|---|-----------|-----------|
| Personal characteristics: Confidence, resilience, approachable, committed, empathetic, enthusiastic, organised, patient, resourceful, warmth, humour and interpersonal skills (A&I) | ✓ | |
| Excellent communication skills both written and verbally (A&I) | ✓ | |
| Good organisational skills (A&I) | ✓ | |
| Ability to remain calm under pressure (A&I) | ✓ | |
| Ability to manage, delegate and support the work of volunteers and other teaching assistants in the classroom (I) | ✓ | |
| Ability to manage own time effectively (I) | ✓ | |
| Show a passion for learning and inspire children's learning (I) | ✓ | |
| Demonstrate creativity and an ability to resolve routine problems independently (I) | ✓ | |