



**North East
Learning Trust**

**Primary Classroom Teacher
Diamond Hall Junior Academy**
Applicant information pack

Primary Classroom Teacher

Salary Main Pay Scale 1-6

Permanent / Full time

Diamond Hall Junior Academy is part of the North East Learning Trust and is seeking to appoint a Primary Classroom Teacher to join our dedicated team.

Diamond Hall Junior Academy is a positive and happy school where the development of the whole child is paramount. As a team we ensure children are given every opportunity to thrive in an environment of high aspirations, care and mutual respect. Their work is valued and celebrated and all children regardless of their abilities are of equal worth.

We aim to achieve the highest possible standards in all areas for every child. Our vision along with all schools in the Trust, is that every child experiences excellence every day.

The successful candidate will:

- Have Qualified Teacher Status (QTS)
- Be an exemplary classroom practitioner and has experience of planning and delivering effective learning in the classroom.
- Have high expectations of pupil achievement and behaviour.
- Have excellent interpersonal, organisational and communication skills.
- Be proactive and self-motivated.
- Be committed to working in partnership with our parents and the local community.

We are committed to:

- A Thriving, successful school.
- A vibrant learning community with enthusiastic and engaging children.
- A positive and caring ethos.
- An excellent learning environment and resources.
- A team of hardworking, dedicated and friendly staff where everyone is valued.
- A supportive and effective governing body.
- A clear commitment to continuing professional development and an investment in future career development.

Deadline: Wednesday 19th February 2025 at 9.00am.

Shortlisting will take place Friday 21st February with interviews taking place week beginning Monday 3rd March 2025.

How to apply:

Application packs can be downloaded from the website.

Letters of application should be no more than two sides of A4 and should be returned with application forms to lauren.heslop@diamondhalljuniors.co.uk or by post to Lauren Heslop, School Office Manager, Diamond Hall Junior Academy, Well Street, Sunderland, SR4 6JF.



We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect staff to share this commitment. All posts will be subject to receipt of satisfactory enhanced DBS disclosure, medical and reference checks. All pre-employment checks are inline with “Keeping Children Safe in Education” and the Trust’s Safeguarding Policy which is available on our website.



Job description

Post title: Primary Classroom Teacher

Responsible to: Head Teacher

Job purpose:

- To carry out the role of Class Teacher
- To seek to ensure that pupils attain the highest possible standards in all aspects of school life.
- To ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupils' learning.
- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people and staff.

Professional Duties:

- In line with current Pay and Conditions Agreement and Teachers' Standards, it is the responsibility of the post holder to carry out the following professional duties.

Duties and responsibilities:

- To work consistently to uphold the school's mission statement.
- To follow all school policies and procedures.
- To work in a co-operative and polite manner with all stakeholders.
- To work with pupils in a courteous, positive, caring and responsible manner at all times.
- To follow the child protection procedures and ensure that pupils' safety and wellbeing is never compromised.
- To be polite, co-operative and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff.
- To work with visitors in such a way that it enhances the reputation of the school.
- To seek to improve the quality of the school's overall service.
- To present oneself in a professional way that is consistent with the values and high expectations of the school.

Specific responsibilities:

- Set high expectations which inspire, motivate and challenge pupils.
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect.
- Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.



Pupil Progress:

- Promote good progress and outcomes by pupils.
- Ensure pupils make the expected rate of progress.
- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work.

Subject and curriculum knowledge and pedagogy:

- Demonstrate good subject and curriculum knowledge.
- Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects and address misunderstandings.
- Demonstrate a critical understanding of and take responsibility for the promotion of high standards of literacy, articulacy and the correct use of standard English.
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics.

Effective classroom practice:

- Plan and teach well structured lessons.
- Ensure all teaching is good.
- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum.

Diversity and special needs – meeting the needs of all pupils:

- Adapt teaching to respond to the strengths and needs of all pupils.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how to best overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of the children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special education needs; those of the highest ability; those with English as an additional language; those with disabilities; and to be able to use and evaluate distinctive teaching approaches to engage and support them.



Assessment for learning:

- Make accurate and productive use of assessment.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.

Managing behaviour:

- Manage behaviour effectively to ensure a good and safe learning environment.
- Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behavior both in the classroom and around the school, in accordance with the school's discipline policy.
- Have high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Manage the class effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

The wider professional role of the teacher:

- Fulfil wider professional responsibilities.
- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice or specialist support.
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and wellbeing.

The above list of duties is extensive but not exhaustive and may not identify each individual task which may reasonably be requested of the post holder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the time of post, but, in consultation with you, may be changed by the head of school to reflect or anticipate changes in the job commensurate with the grade and job title.



Health and Safety:

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes cooperating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly any defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager.
- To ensure own safety and safety of all others who may be affected by the Trust's business.

Safeguarding:

The Trust has a child safeguarding policy and Procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance and you are expected to share this commitment. All staff will fully comply with the trust policies and procedures, attend appropriate training, inform the Designated Person of any concerns and record potential safeguarding incidents appropriately.



Person specification

	Essential	Desirable
Education/training	<p>Qualified Teacher Status or pending Relevant degree</p> <p>Evidence of good/outstanding recent classroom practice</p> <p>Evidence of recent professional development/training.</p>	<p>Higher Education</p>
Experience	<p>Experience of teaching in a primary school setting, in particular teaching Key Stage 2.</p> <p>Evidence of highly effective teaching skills.</p> <p>Evidence of teaching children with SEN/EHC plan.</p> <p>Proven experience of effective behaviour management.</p> <p>Experience of monitoring pupil progress and recording achievement.</p>	<p>Experience of teaching Read Write Inc.</p> <p>Experience leading subject areas and/or willingness to lead on.</p> <p>Experience of teaching across different age phases.</p>
Aptitude and skills	<p>Ability to work flexibly as part of a team.</p> <p>Ability to maintain a good working environment.</p> <p>Excellent communication skills.</p> <p>Excellent organisational, planning and prioritising skills.</p> <p>Willingness to take responsibility.</p> <p>Ability to use own initiative.</p> <p>Resilient, mature approach.</p> <p>An appreciation of the value of learning.</p> <p>A desire to encourage all young people to succeed.</p>	<p>Ability to initiate activities to enhance provision.</p> <p>Ability to adapt teaching to recognise new and emerging technologies</p>
Personal qualities	<p>Enthusiasm</p> <p>Supportive, caring and sensitive to student needs/self esteem.</p> <p>Willingness to further develop professional skills.</p> <p>Team player contributing to extracurricular activity.</p> <p>Reliable and conscientious.</p> <p>High expectations of all students</p> <p>A commitment to making a positive contribution to the wider life and ethos of the school.</p>	<ul style="list-style-type: none"> •



References:

Any relevant issues arising from references will be taken up at interview.

DBS and pre-occupational health:

The North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications with disabilities will be granted an interview if the essential job criteria are met.

