



Fairlands Middle School

We Collaborate, Achieve & Belong

April 2024

Dear Candidate

Upper KS2 Teacher

Thank you for your interest in the above vacancy. I enclose a job description, person specification, school details and application form for you to complete.

All posts in our school are very important and this role is no exception. The information will tell you a little about our school and also about what we are looking for in the role of Upper KS2 teacher.

There is much written about the strengths of Fairlands Middle School by OFSTED, and others. During the inspection in January 2020, it was recognised that Fairlands is a welcoming and friendly school. Pupils enjoy coming to school. The staff know their pupils very well. Pupils and staff get along and treat each other with respect.

We are a good team and it is expected that people joining our staff will be keen to join in this collaboration to support the pupils in their learning.

Completed application forms, together with a letter on no more than two pages of A4, should be submitted, preferably electronically, no later than **Tuesday 7 May 2024 at 12 noon**.

I look forward to reading your application.

Yours faithfully

Stefan McHale
Headteacher

Job Description

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|-------------------------|--|
| Purpose: | <p>To contribute to the school being an acknowledged centre of excellence of teaching and learning by:</p> <ul style="list-style-type: none"> ▪ Delivering the curriculum and securing excellent outcomes for pupils ▪ Act within the statutory frameworks, which sets out professional duties and responsibilities in accordance with the School Teacher Professional Standards ▪ Supporting the Heads of Faculty to ensure the development and success of the curriculum ▪ Acting as an effective member of the school teaching staff, carrying out the assigned teaching duties and the assigned responsibilities <ul style="list-style-type: none"> - keep up-to-date of relevant curriculum developments - keep effective records up-to-date ▪ Acting as a responsible member of the School staff with regard to School & Trust policies, programmes and premises ▪ Undertaking pastoral and administrative duties in respect of pupils in the tutor group <p>Tutor Information – Tutors are required carry out the duties and responsibilities included in the Tutor role, under the direction of the school Pastoral Lead.</p> |
| Reporting to: | Head of Faculty/Pastoral Lead KS2 |
| Responsible for: | <p>Delivering the curriculum and securing excellent outcomes for pupils. There are 5 aspects which enable the key purpose to be achieved:</p> <ul style="list-style-type: none"> ▪ Planning, understanding and expectations ▪ Managing pupil learning ▪ Progress, evaluation and assessment ▪ Relationships – pupils, staff, parents, community ▪ Managing performance and development <p>Planning, understanding and expectations To ensure</p> <ul style="list-style-type: none"> ▪ A secure knowledge and understanding of specialist subject, relevant aspects of the National Curriculum and other statutory requirements ▪ Clear learning objectives, content, lesson structure and sequences appropriate to the subject matter and the pupils are established ▪ The setting of appropriate and demanding expectations and targets for pupils' learning and motivation ▪ The awareness of pupils who have special educational needs and/or Pupil Premium status and to ensure via School systems that these pupils get positive and targeted support <p>Managing Pupil Learning To ensure</p> <ul style="list-style-type: none"> ▪ Effective teaching of pupils so that learning objectives are met, momentum and challenge are maintained and the best use is made of teaching time ▪ High expectations for pupils, behaviour and the establishment and maintenance of good standard of discipline through well focused teaching and through positive and productive relationships ▪ Teaching methods are used that keep pupils engaged |



- Good use is made of textbooks, ICT and other learning resources which enable learning objectives to be met
- Health and safety regulations are observed and safe working practices followed

Progress, Evaluation and Assessment

To ensure

- Assessment of how well learning objectives have been achieved is carried out and that this assessment is used to enhance further teaching
- Marking and monitoring of classwork and homework provides constructive oral and written feedback setting targets for pupils' progress
- An understanding of the demands expected of pupils in relation to the National Curriculum relevant Key Stage
- Progress towards pupil targets is secured

Relationships with Staff, Parents and Community

To ensure

- Accurate and informative reports are prepared for presentation to parents
- That there is a recognition that learning takes place outside a school context, and opportunities are provided to develop pupils' understanding by relating to real and work-related examples
- Effective working relationships are established with professional colleagues within our "one staff" ethos
- Participation in the development of schemes of work, materials and syllabuses of the faculty and attendance at subject team meetings

Managing Performance and Development

To ensure

- Responsibility is taken by individuals for their own professional development
- A good example is set to pupils by the way individuals present themselves and by their personal conduct
- Self-evaluation of teaching takes place and is used to improve its effectiveness

In addition, staff must ensure

- They carry out the supervision of pupils as detailed by SLT
- They participate as required in meetings with colleagues and parents in respect of the duties of the post
- They accept a specific responsibility within the faculty team, House or staff as determined by mutual agreement including taking responsibility for an extra curriculum area of the faculty
- They carry out the duties of a tutor, to include: the maintenance of discipline and acceptable standards of conduct and appearance of pupils; the establishment of rapport with pupils to develop their social and academic potential and be a main source of reference and support for their problems; the timely accurate marking of attendance registers, ensuring absences and lates are accounted for and taking appropriate action where they are not; the compilation of reports, profiles and references on pupils as required
- The monitoring of homework of pupils, the teaching of tutor periods, escorting the tutor to assemblies and attending tutor meetings arranged by the Pastoral Lead



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|---|---|---------------------------------|--------------------|--------------------------|--|-----------------------------------|--------------------|
| | <ul style="list-style-type: none"> ▪ Support the Pastoral Leader for KS2 in establishing/maintaining high standards of behaviour in classes using the School’s Behaviour and Rewards policies | | | | | | |
| Liaising with: | Headteacher, Deputy Headteacher, Assistant Headteachers, Pastoral Leader for KS2, Head of Faculty, teaching and support Staff, Trust staff, parents, governors, Trustees, and outside agencies where appropriate | | | | | | |
| Salary/Grade: | TMS | | | | | | |
| Operational/Strategic Planning: | <ul style="list-style-type: none"> ▪ To ensure that the core focus in the school is Learning ▪ To support the faculty in developing appropriate, rich, teaching and learning strategies ▪ To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of the pupils and to the aims, objectives and strategic plans of the school ▪ To liaise with the Assistant Headteacher – Inclusion, in order to extend the curriculum for all pupils | | | | | | |
| Curriculum Development: | <ul style="list-style-type: none"> ▪ To support curriculum development of the faculty ▪ To set, monitor and support the delivery of targets for use and application within the faculty ▪ To keep up-to-date with national developments within pedagogy and teaching practice and methodology ▪ To monitor and respond to curriculum development and initiatives at national, regional and local levels | | | | | | |
| Staff Development: | <ul style="list-style-type: none"> ▪ To work with all staff to create innovative resources that reflects our desire to be an acknowledged centre of excellence ▪ To participate in the induction process for ECT teaching posts and to ensure effective induction of new staff in line with School procedures ▪ To promote teamwork and to motivate staff with a ‘can-do’ philosophy to ensure effective working relations | | | | | | |
| Additional Duties: | <p>All Wessex Learning Trust staff are expected to</p> <ul style="list-style-type: none"> • Ensure that the aims, priorities and policies of the school and Trust are adhered to • Act as a positive representative and advocate of the school and its pupils in all circumstances and at all times • Carry out any other duties as reasonably requested by the Headteacher • Be committed to safeguarding and promoting the welfare of children and young people and all staff working with these groups are expected to share a commitment to this. You will be expected to report any concerns relating to the safeguarding of children and/or young people in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children or young people gives cause for concern the school agreed child protection procedures will be followed alongside implementation of the School disciplinary procedures | | | | | | |
| <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Signed (employee):</td> <td style="width: 40%;">Date:</td> </tr> <tr> <td>Print Name:</td> <td></td> </tr> <tr> <td>Signed Head Teacher:</td> <td>Date:</td> </tr> </table> | | Signed (employee): | Date: | Print Name: | | Signed Head Teacher: | Date: |
| Signed (employee): | Date: | | | | | | |
| Print Name: | | | | | | | |
| Signed Head Teacher: | Date: | | | | | | |



Print Name:

Person Specification

| Categories | Essential/ Desirable | Application Form | Interview/ Task |
|---|-------------------------|---------------------|--------------------|
| Qualifications & Experience | | | |
| Qualified teacher status | E | ✓ | |
| Degree | E | ✓ | |
| Successful teaching experience in KS2 & 3 | D | ✓ | |
| Abilities, skills and knowledge | | | |
| Knowledge of National Curriculum | E | ✓ | ✓ |
| Knowledge of effective teaching and learning strategies | E | ✓ | ✓ |
| Ability to adapt teaching to meet pupils' needs | E | | ✓ |
| A good understanding of how children learn | E | ✓ | ✓ |
| Personal Qualities | | | |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | E | | ✓ |
| Ability to motivate and enthuse pupils, including disaffected and reluctant learners and to evaluate standards of teaching and learning | D | ✓ | ✓ |
| High expectations for children's attainment and progress | E | | ✓ |
| Ability to work under pressure and prioritise effectively | D | | ✓ |
| Ability to work co-operatively with a range of different people and flexibility to respond to a range of situations. | D | | ✓ |
| Other factors | | | |
| Good ICT skills, particularly using ICT to support learning | D | ✓ | ✓ |
| Good written and oral communication skills | D | ✓ | |
| Knowledge of guidance and requirements around safeguarding children | E | ✓ | ✓ |
| Commitment to maintaining confidentiality at all times | E | | |
| In possession of a good attendance record and punctual | E | ✓ | |
| Commitment to safeguarding and equality | E | | ✓ |
| Proven commitment to own professional development | E | ✓ | |



INTRODUCTION

Fairlands Middle School is a mixed school covering years 5 - 8 (children aged between 9 and 13) located in Cheddar, 8 miles from Wells and 20 miles from Bristol.

THE SCHOOL

The school was opened as a new purpose-built school with specialist accommodation in 1976, when reorganisation into the three-tier system took place within the Cheddar Valley.

There are currently 434 pupils on roll with a team of 30 teachers and a similar number of support staff. All of the teaching staff act as class tutors, and will have responsibility for pastoral care and developing the partnership with the parents/carers. Pupils transfer mainly from four partner First Schools, approximately half from Cheddar itself, the remainder travelling in from Axbridge, Draycott & Rodney Stoke and Shipham. Some other children travel from 'out of catchment' areas.

An Ofsted team of Her Majesty's Inspectors paid a visit to our school in January 2020 and agreed with our judgement that Fairlands Middle School is a 'Good' school. We are very proud that in previous inspections nothing has been judged as anything less than 'Good'.

Our main aim is for the children to be able to learn to their full potential and develop lively enquiring minds. We will help them to grow as independent young people, well prepared for the next stages in their learning and able to thrive in our complex and challenging society.

In order for the children to learn best we set out to provide an environment in which pupils feel secure and are able to develop their own self-esteem. We emphasise respect for others and a sense of personal responsibility within the community.

At Fairlands Middle School the parents support us strongly in our educational and social activities. We regard it as essential to develop strong partnerships between home and school, and the wider community.

Fairlands Middle School converted to an academy and joined the Wessex Learning Trust on 1 April 2020, which comprises 18 schools, including First Schools, Primary Schools, Middle Schools and Secondary Schools covering the 2-19 age range.

