

# Mill Hill Primary School

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April 2025

Dear candidate,

The governing body and I thank you for considering the position of full-time class teacher at Mill Hill Primary School. Please find enclosed the class teacher job description.

I am the Headteacher at Mill Hill Primary School, which is currently judged “good” through the Ofsted inspection in April 2024. The school is fortunate that there is a dedicated team of staff, governors, parents and pupils who work tirelessly and enthusiastically to provide the best possible learning experience for all children. I hope that you feel that you would like to become a crucial part of that team.

The governors and I are looking for a class teacher who is an exemplary classroom practitioner or who has the capacity to become one. You will need to be somebody who is enthusiastic and committed to working as part of a team while also being reflective and a lifelong learner yourself. Most of all we want you to care for and enjoy working with our children and families and be passionate about the future of these people and this community.

Visits to the school are warmly welcomed and encouraged but, if this is not possible, I would be happy to have a telephone conversation to answer any questions. Please also look on our website where you will find more information about the school.

We look forward to meeting you soon.

Yours faithfully,



Mrs Tracy Morgan  
Headteacher



**Class Teacher**  
**Job Description**

Job title:               **Teacher**

Responsible to:       **Headteacher**

Pay scale:               **See Teachers' Pay and Conditions Document**

**Purpose of the job**

- Through setting high expectations promote good progress and outcomes for pupils across the school.
- Demonstrate good subject and curriculum knowledge in order to teach well-structured lessons to meet individual pupils' needs.
- Make accurate and productive use of assessment to impact effectively on teaching and learning.
- Manage behaviour effectively to ensure a positive and safe learning environment.

**Set high expectations which inspire, motivate and challenge pupils**

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

**Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' current abilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their next steps for development.
- 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 learning and achievements.

**Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies, including relevant models and images.

**Plan and teach well-structured lessons**

- Promote a love of learning and children's intellectual curiosity.
- Plan and use lesson time effectively to develop children's knowledge and understanding.
- 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 within the relevant subject area(s).

**Adapt teaching to respond to the strengths and needs of all pupils**

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Demonstrate an awareness of the physical, social and intellectual development of 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 educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment**

- Know and understand how to assess the relevant 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 marking, and encourage pupils to respond to the feedback.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes 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.

### **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 and 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 well-being.

### **Personal and professional 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.
- Have high regard for the need to safeguard pupils' well-being in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### Mill Hill Primary School: Person Specification for Class Teacher position

The following are the main attributes the Governing Body would wish to see offered by candidates. It is not as an exhaustive 'tick list' but is provided as guidance.

How candidates will be assessed: A – Application Form      I – Interview      R –Reference

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Qualified teacher status (A)	Experiences outside of an educational setting (A/I)
<b>Experience</b>	Successful teaching within the primary range (A/R)	Experience in key stage 1 and 2 (A/R)
<b>Knowledge and Understanding</b>	A thorough understanding of young children's needs, and how they learn (A/I/R) A good understanding of how children learn through play and child led activities Sound understanding of the new primary curriculum (A/I/R)	Understands how to develop thinking skills (A/I)
<b>Skills</b>	To be an outstanding, innovative and creative teacher (I/R) To be able to develop learning with all individuals and groups of learners such as special educational needs and higher attaining pupils (I/R) To plan effectively and to differentiate to meet the needs of all learning (A/R) To be able to identify and solve problems independently and creatively (I/R) To be an effective communicator with children and staff and to disseminate information accurately (I/R) To be an active listener (I/R) Ability to exhibit and foster a positive attitude (I/R) Ability to encourage positive partnerships with parents (A/I/R) To be flexible with a positive attitude to change (A/I/R) To be able to manage time effectively (A/R)	To have experience of subject leadership (I)
<b>Personal Qualities</b>	Well-organised, professional, innovative and tactful (A/I/R) A reflective practitioner (A/R) Able to work under pressure and meet deadlines (A/R) Able to manage an appropriate work-life balance (A/I/R) Passionate about wanting to make a difference to our children (A/I) Have a desire to further their learning and be ambitious for their career (A/I) Have an approachable and friendly manner (I/R) Have an awareness of the needs of others (I/R)	Have varied interests outside school and education (A/I)

**Candidates are asked to ensure that the evidence for all statements marked with an 'A' is included on their application form. Short-listing for interview will depend upon this evidence.**