

St Mary's Church of England Primary School



Class Teacher

Candidate Information

Pack

Job start date: October 2026 or January 2027



Opportunities to join St Mary's are rare.

Our staff stay with us because they believe in the work we do and the community we serve. When a role does become available, it is because we are looking for someone exceptional to join a team that is deeply committed to improving the life chances of the children of Southampton.

The mantra: ***"Every child deserves a champion: an adult who never gives up on them, understands the power of connection and insists they become the best they can be."***

St Mary's sits in the heart of Southampton's city centre and has served the community for over 180 years. Today our mission remains clear: to accelerate the life chances of the children of Southampton.

In our most recent inspection, Ofsted judged the school Outstanding in every category. But our purpose goes far beyond inspection outcomes. We believe every child should leave St Mary's as the best version of themselves, confident and ready to shape the world around them.

What Makes St Mary's Different

Our people

We recruit staff for their character, determination and belief in children. Qualifications matter, but it is attitude, care and commitment that truly transform young lives.

Innovation that widens opportunity

We invest heavily in technology to level the playing field for our pupils. Virtual reality allows children to explore places and moments in history they would otherwise never experience. We are also beginning to harness AI to support teachers in designing high quality learning.

A curriculum built for excellence

Our curriculum is resourced for teachers and provides over 800 carefully sequenced lessons across the wider curriculum. This reduces teacher workload and allows staff to focus on delivering exceptional teaching. Teachers are simply required to make adaptations for the children they are teaching.

Children are taught in ability groups for reading, writing and mathematics so teachers can specialise and accelerate progress. In the afternoons pupils learn in mixed groups through rich experiences, trips and projects that broaden their horizons.

Every child visits London every year, alongside a wide range of local visits that bring learning to life.



Investing in Our Staff

We believe great schools are built by great teams. Leaders at St Mary's are visible in classrooms and coaching is a core part of how we work.

Staff are supported through professional development including NQs, specialist training, leadership development and opportunities across the St Mary's Partnership of schools.

We also recognise the importance of wellbeing. All staff receive a full subscription to the CALM wellbeing app, supporting sleep, relaxation and mental health for them and their household.

Considering an Application

If you share our belief that every child deserves a champion, we would love to meet you.

We strongly encourage visits to the school so you can see our community and classrooms in action. Please contact us via recruitment@stmaryspri.org.uk to arrange a tour.



To make interviews as fair as possible, shortlisted candidates receive the interview questions in advance so they can prepare and bring notes with them.

Please note that applicants must have the right to work in the UK. St Mary's follows safer recruitment practices in line with Keeping Children Safe in Education.

St Mary's Church of England Primary School – POST DEFINITION

JOB DESCRIPTION: Class Teacher

GRADE:	Main Pay Range / Upper Pay Range
CONTRACTURAL ARRANGEMENTS:	Permanent
START DATE:	October 2026/January 2027



CORE DUTIES

To provide professional teaching to a class (or group) of pupils within the school to improve standards of learning and achievement for all. These responsibilities are outlined in the School Teacher Standards from the Department for Education.

- Teaching
- Planning
- Assessing pupil progress
- Leading a subject/curriculum area
- Participating in Continuing Professional Development
- Other duties as outlined in the School Teachers Pay and Conditions Document and the National Standards for Teaching

Key outcomes of an effective main scale teacher

Pupils who demonstrate:

- Good progress and high attainment in the class/group
- Enthusiasm and motivation in the class/group
- Positive responses to learning
- Respect for themselves and others

Parents who:

- Are well informed about their children's progress and targets for further improvement
- Know how to support their children in their learning
- Know about the class or group's activities and trips

Other adults (including Learning Support Assistants) who:

- Are informed about pupil achievement in the class or group
- Can support the teaching and learning in the class

The following key tasks are derived from the national standards for qualified teacher status and exemplify good practice.

At St Mary's CE Primary School, a classroom teacher will need to develop the professional skills

A: Planning, teaching and class management

As a classroom teacher you will be expected to undertake the following key tasks:

Planning

- a) plan their teaching to achieve progression in pupils' learning through:
 - i. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed
 - ii. setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest
 - iii. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work
 - iv. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do
 - v. identifying pupils who:
 - Have special educational needs, including specific learning difficulties
 - Are very able
 - Are not fluent in English and knowing where to get help in order to give positive and targeted support
- b) provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
- c) make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- d) plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- e) where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study
- f) ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of available teaching time
- g) monitor and intervene when teaching to ensure sound learning and discipline
- h) establish and maintain a purposeful working atmosphere
- i) set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- j) establish a safe environment which supports learning and in which pupils feel secure and confident;
- k) use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through effective implementation of St Mary's CE Primary School's Teaching and Learning Policy
- l) are aware of the Code of Practice and the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records on individual education plans (IEP's) for pupils at Stage 2 of the Code and above
- m) ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject
- n) evaluate their own teaching critically and use this to improve their effectiveness

B: Monitoring, assessment, recording, reporting and accountability

A classroom teacher at St Mary's CE Primary School demonstrate that s/he:

- a) assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- b) mark and monitor pupils' assigned class work and homework, providing constructive oral and written feedback, and setting targets for pupils' progress
- c) assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - i. check that pupils have understood and completed the work set
 - ii. monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning
 - iii. inform planning
 - iv. check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject
- d) are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- e) recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance
- f) understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement
- g) use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.

C: Knowledge and Understanding

- a) understand the purposes, scope, structure and balance of the National Curriculum Orders, citizenship and RE
- b) are aware of the breadth of content covered by the pupils' National Curriculum across the primary core and foundation subjects and RE
- c) understand how pupils' learning is affected by their physical, intellectual, emotional and social development
- d) **for English, Mathematics and Science** have a secure knowledge and understanding of the subject content for primary English, Mathematics and Science
- e) **for any non-core, non-specialist subject covered in their training**, have a secure knowledge of the pupils' National Curriculum. For RE, the required standard for non-specialist training is broadly equivalent to the end of Key Stage statements.

D: Following professional requirements

- a) a working knowledge and understanding of:
 - i. teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions September 2018
 - ii. teachers' legal liabilities and responsibilities
- b) have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff

- c) set a good example to the pupils they teach, through their presentations and their personal and professional conduct
- d) are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them
- e) understand the need to take responsibility for his/her own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. Participate in annual performance reviews and the setting of objectives for professional development and pupil progress
- f) understand his/her professional responsibility in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- g) recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare
- h) is aware of the role and purpose of School Governing Bodies



Person Specification – Classroom Teacher

Category	Skills/Ability/Experience	Desirable/Essential
Qualifications/Professional Development	• Qualified teacher status • Ability to reflect upon and identify own learning needs	Essential
Experience	• Successful teaching experience at good or outstanding grade	Essential
Teaching and Learning	• A secure understanding of the requirements of the National Curriculum. • Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils • A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning • Secure knowledge of the statutory requirements relating to the curriculum and assessment • Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	Essential
Accountability	• Ability to communicate effectively, orally and in writing to a range of audiences- e.g. staff, pupils, parents	Essential
Skills, Qualities and Abilities	• High quality teaching skills • High expectations of pupils' learning and attainment • Ability to build and maintain good relationships • Ability to remain positive and enthusiastic when working under pressure • Ability to organise work, prioritise tasks, make decisions and manage time effectively • Empathy with children	Essential

	• Good communication skills • Good intrapersonal skills • Effective ICT skills • Flexibility	
References	• Positive recommendation in professional references	Essential
Safeguarding	• St Mary's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.	Essential