



HAILSHAM PRIMARY  
ACADEMY

*'Be the very best you can be'*

# Year 6 Classroom Teacher

## APPLICANT INFORMATION PACK



**Bulrush Lane, Hellingly, Hailsham, East Sussex, BN27 4FB**

**Tel: 01323 841468**

E-mail: [job.vacancies@hccat.net](mailto:job.vacancies@hccat.net)



## Year 6 Classroom Teacher

**Please find enclosed:**

- **Letter from the Head of School**
- **Job Description**
- **Person Specification**





HAILSHAM PRIMARY  
ACADEMY

*'Be the very best you can be'*

Dear Applicant

Thank you very much for your enquiry for the post of Class Teacher at our 2-form entry primary phase school. I hope that you will decide to apply for the opportunity to play a key role in the development of education in Hailsham and I trust that the enclosed information will be helpful to you in coming to a decision.



Hailsham Community College has been on an incredible journey over the past few years. We made an application in early 2012 to the Department for Education to become a converter Academy. As a result of our successful application, we became Hailsham Community College (Academy Trust) with effect from 1 August 2012. We are now entering a new phase of development, with the college predicted to grow substantially over the coming years.

In the early part of 2018, we were very fortunate to have been approached by the Local Authority to provide a new primary and pre-school provision within the town to commence from September 2019, opening a brand-new school approximately a mile from the current Secondary site, thus extending the designation of the Trust to a 2-19 all-through school. This is a unique opportunity for the right candidate to have a positive impact on the life chances of the children of Hailsham from their first years of schooling.

The successful candidate will be part of our exciting growing Pre-school and primary phase school.

You will find our values and principles put into practice in a busy, cheerful community based on friendly relationships; the atmosphere is positive and full of purpose and endeavour. Our focus is on learning; we take pride in nurturing and supporting the personal, social and academic development of each individual. In teaching in key stage 2, you will be able to instill these values in the pupils early in life and so contribute to improving outcomes and life chances at the Secondary phase and beyond.

I strongly believe that the first years of a child's education are key to children succeeding in life. If we can get it right when children are in the primary years then we can set them on the path to living a happy and fulfilling life.

I hope to have the pleasure of meeting you soon.

Yours Faithfully

Tom Redman  
(Head of School)



### Job Description

<b>Job Title:</b>	Classroom Teacher
<b>Line Managed by:</b>	Head of School
<b>Salary:</b>	TPS
<b>Date:</b>	September 2025

#### Job Purpose

To carry out the professional duties of a teacher and in accordance with the school's policies under the direction of the Head of School.

#### Areas of Responsibility and Key Tasks

##### Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able students;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures
- encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to students, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of students' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for early English and Mathematics;
- encouraging students to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;

- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

### **Coordinating a Curriculum area**

- Ensuring the consistent delivery of a curriculum area
- Supporting colleagues in the delivery of a curriculum area
- Keeping up to date with key research and developments in a curriculum area
- Having excellent subject knowledge in a curriculum area
- Monitoring the effectiveness of teaching and learning in a curriculum area

### **Other Professional Requirements**

- have a good working knowledge of teachers' professional duties and legal responsibilities;
- operate at all times within the stated policies and practices of the school;
- have good knowledge of subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavor to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and pupils;
- contribute to the everyday life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

*Teachers are expected to undertake any other duty as the Executive Principal or Head of School may determine within the remit of the National Pay and Conditions document or within any other national or local agreement it may supersede.*

*This job description sets out the duties of the post at the time it was prepared. Such duties may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a regrading of the post.*

<b>Person Specification</b>	
<b>Job title</b>	Classroom Teacher
<b>Line Managed by:</b>	Head of School

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Educated to degree level or equivalent</li> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuing professional development</li> </ul>
<b>Experience and Skills</b>	<ul style="list-style-type: none"> <li>• Evidence of exemplary Foundation/Key Stage 1/Key Stage 2 classroom practice.</li> <li>• Experience as a classroom teacher in year 6.</li> <li>• A sound understanding of recent developments in the primary school curriculum.</li> <li>• Knowledge of the particular requirements of delivering education to students with SEND, very able, LAC or who have other particular individual needs.</li> <li>• Knowledge of strategies, which are necessary to promote purposeful learning and progress while safeguarding the health and safety of students.</li> <li>• Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices are not discriminatory.</li> <li>• Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.</li> <li>• Ability to assess the needs of individual students and maintain appropriate records for the purpose of continuity and progress in curriculum areas.</li> <li>• Ability to select appropriate resources to create a stimulating learning environment.</li> <li>• Ability to relate and communicate effectively with parents and encourage their participation in their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of having coordinated a curriculum area within a school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to direct the work of a teaching assistant.</li> <li>• Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.</li> <li>• Excellent inter-personal skills</li> <li>• Excellent time and task management skills.</li> <li>• Ability to work under pressure and to deadlines.</li> <li>• Ability to use data effectively in setting targets and understanding student progress.</li> </ul>	
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>• A clear understanding of the essential qualities necessary for outstanding teaching and learning.</li> <li>• A good understanding of assessment and curriculum approaches to phonics.</li> <li>• Up to date knowledge of statutory regulations and guidance relating to the post.</li> </ul>	<ul style="list-style-type: none"> <li>• An in-depth knowledge of the most recent Ofsted framework.</li> </ul>
<b>Commitment</b>	<p>Demonstrate a commitment to:</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• equalities</li> <li>• promoting the school's vision and ethos. This includes being part of an all- through school</li> <li>• a high quality, stimulating learning environment ongoing relevant professional self-development</li> </ul>	
<b>Work-related personal qualities</b>	<ul style="list-style-type: none"> <li>• Demonstrate personal enthusiasm and commitment aimed at making a positive difference to children and raising standards</li> <li>• Demonstrate personal and professional integrity, including modelling values and vision</li> <li>• Commitment to support the aims of the HCC Academy Trust</li> <li>• Flexible and able to manage workload and completing deadlines, prioritising appropriately, using initiative and maintaining good humour</li> <li>• Evidence of commitment to and understanding of collective responsibility</li> </ul>	