



"Working together to achieve excellence"

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Headteacher Mrs H Lacey

## Outline Job Description

POST TITLE:	TEACHER – PRIMARY
POST REF:	
GRADE:	MAIN SCALE

### GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## **PRIME OBJECTIVES OF THE POST:**

As a Primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

## **KNOWLEDGE AND SKILLS:**

*(See Personnel Specification)*

## **EFFORT DEMANDS:**

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

## **RESPONSIBILITIES:**

### **TEACHING:**

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.

- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

### **HEALTH, SAFETY AND DISCIPLINE:**

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

### **WHOLE SCHOOL ORGANISATION AND STRATEGY:**

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

### **MANAGEMENT OF STAFF AND RESOURCES:**

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support and teaching assistants.

- To efficiently deploy such resources as are allocated/delegated to you.

### **PROFESSIONAL DEVELOPMENT:**

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

### **COMMUNICATION:**

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

### **WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:**

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

### **ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:**

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

## **FLUENCY DUTY**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

### Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

## **SPECIAL CONDITIONS OF SERVICE:**

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

## **OTHER CONSIDERATIONS**

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

### Personnel Specification: Class Teacher (MPS)

Attributes	Essential	Desirable	How Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Honours degree or equivalent in relevant subject.</li> <li>Qualified Teacher Status (primary)</li> <li>Relevant current teaching qualification. (Subject to confirmation if to be a NQT)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further study and/or qualifications.</li> <li>Recent INSET and commitment to further professional development.</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>Proven record of success as an outstanding primary school teacher.</li> <li>An understanding and demonstration of barriers to learning and how those may be overcome.</li> <li>Experience of managing student performance and intervention strategies to raise performance.</li> <li>Experience of safeguarding and inclusion, especially children identified as having SEN, more able.</li> <li>Proven evidence of having previously spoken fluently to customers at an Advanced Threshold Level.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching across the whole Primary age range.</li> <li>Positive interactions with parents and building a partnership to support children's learning.</li> <li>Managing additional adults in the classroom.</li> </ul>	Application Interview

<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Excellent literacy, numeracy and IT skills.</li> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• Improvement strategies for pupil attainment;</li> <li>• A working knowledge of AFL and target setting;</li> <li>• The statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health &amp; Safety, SEN and Child Protection;</li> <li>• Ability to communicate effectively with a range of internal and external stakeholders.</li> <li>• Effective teaching and learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• A particular curriculum strength appropriate to the school needs at the time</li> <li>• Up to date knowledge and understanding of current educational issues</li> <li>• Knowledge of the curriculum across the whole primary age range</li> </ul>	Application Interview
<b>Skills</b>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Promote the school's aims positively, and use effective strategies to monitor motivation and morale</li> <li>• Develop good personal relationships within a team</li> <li>• Establish and develop close relationships with parents, governors and the community;</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• Create a happy, challenging and effective learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies for creating community links.</li> </ul>	Application Interview References

<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Approachable</li> <li>• Committed</li> <li>• Empathetic</li> <li>• Enthusiastic</li> <li>• Organised</li> <li>• Patient</li> <li>• Resourceful</li> <li>• Self-confident</li> <li>• Punctual</li> </ul>		Interview References
<b>Disposition, Adjustment, Attitudes</b>	<ul style="list-style-type: none"> <li>• A commitment to cooperative and collaborative working practices;</li> <li>• An energetic and enthusiastic outlook;</li> <li>• Conscientious and able to use own initiative</li> </ul>		Application Interview References

### **Equal Rights**

Our school is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

### **Job Sharing**

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

### **Disabled Applicants**

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.



# How to apply

Interested candidates are requested to apply online for this post, to download the job details and apply - please visit [www.prospectsonline.co.uk](http://www.prospectsonline.co.uk)

## Key Dates

Closing Date: Monday 16<sup>th</sup> March  
Visits to the school: w/c 2<sup>nd</sup> March  
Shortlisting: Tuesday 17<sup>th</sup> March  
Interviews: Tuesday 24<sup>th</sup> March

## Map

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