

Eastburn Junior and Infant School

Job Description



Title of Post: Class Teacher

Salary Scale: MPS/UPS

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:

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.

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.

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.

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.

Line of responsibility

Responsible to the Senior Leadership Team.

Operational responsibilities

Teachers will have supervisory responsibility for Teaching Assistants working under their direction.

Subject Specific Knowledge and Skills

- Ability to communicate effectively with a range of internal and external stakeholders
- Excellent literacy, numeracy and IT skills

Effort Demands

- Will contribute to the overall ethos/work/aims of the school. The post holder 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

Learning and Teaching

- To teach pupils according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the pupils.
- Identifying effective intervention and mentoring strategies for pupils.
- To mark and grade pupils 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 pupil 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.
- To be a model of excellent practice and to provide effective learning and teaching to enable pupils and colleagues to become effective, enthusiastic, independent learners, committed to life-long learning. This will involve setting high expectations so that all pupils achieve their maximum potential. In addition you would be expected to have a coaching/mentoring role in respect of other members of staff.
- Lead activities related to the development of quality first teaching along with the Leadership Team;
- Support and challenge key practitioners to develop pedagogy and ensure the highest standards of teaching and learning practice throughout school;
- Ensure a consistent and relentless school-wide focus on raising pupils achievement and progress;
- Contribute to culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning;
- Use data and benchmarks to monitor progress in every child's learning/key groups and focus teaching;
- Monitor and evaluate the quality of teaching, standards of learning and achievement of pupils across the school with the Leadership Team;
- Be familiar with the principles of inclusion and the SEN Code of Practice and identification, assessment and support of pupil with special educational needs in line with the role of a class teacher.

Health, Safety and Discipline

- To ensure a safe, secure and healthy environment for pupils;
- 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
- Monitor the quality of provision and pupils' progress within the year by undertaking regular analysis of pupil progress information, scrutiny of pupils' work, review of teachers' planning and observation of the quality of teaching;
- Contribute to the school's monitoring processes by providing regular reports on pupils' progress towards their targets, the quality of provision across school, progress against action plans and the impact of actions taken as a result of previous monitoring;
- Implement and review a system of recording the progress of vulnerable pupils and those with SEND;
- Secure improvements in the quality of teaching, so that an increasing proportion is good and outstanding by providing appropriate professional development opportunities, coaching and mentoring individual staff and fostering a climate within the year which is focused on learning for everyone;
- Lead on key areas of school improvement in the School Improvement Plan;
- Ensure that the learning environment reflects the school's ethos of high expectations and the physical environment supports children's learning, including the deployment and use of resources, particularly ICT;
- Establish high expectations for pupils' behaviour and provide good pastoral support, by implementing the school's behaviour management systems consistently and monitoring behaviour within the year. In particular, undertake responsibility for safeguarding and promoting the welfare of pupils in the year group;
- Undertake performance management reviews for designated teachers, in line with school procedures;
- Where applicable, undertake responsibility for statutory assessment.
- Assist the Senior Leadership Team in the development of a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes;
- Work with the Senior Leadership Team to provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning and standards;
- Contribute to the development, implementation and evaluation of school policies;
- Organise induction for pupils with inclusion new to the school and transition between other schools;
- Support in the recruitment and deployment of staff in order to maximise their impact on progress;
- Assist in the management and organisation of the school environment to ensure that it meets the needs of the curriculum and health and safety regulations;
- Play a lead role in the management of CPD for all staff;
- Take a lead an active and evaluative role in school self-evaluation;
- Play the role of a Performance Management Reviewer;
- Assist the SLT in building a school culture and curriculum that takes account of the richness and diversity of the schools community, creating and promoting positive strategies for developing good relationships and respect within the schools diverse community;
- Create and maintain an effective partnership with parents to support and improve pupils achievement and personal development;
- Arrange and oversee meetings with all parents of children identified as having SEND or being vulnerable;

- Identify groups of pupils and individuals from the inclusion group who are at risk of underachieving and in devising strategies to raise their achievement and ensure they make rapid progress;
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to review and evaluations through implementation of a successful appraisals process providing suitable levels of challenge and support;
- Play a lead role in the implementation, monitoring and review of key strategies to raise standards;
- Implement appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils through data analysis;
- Monitor classroom practice throughout the school and report to the SLT;
- Play a role in ensuring the school complies with all relevant legislation, including data protection, health and safety, equal opportunities, safeguarding and the SEN Code of Practice.

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, teaching assistants, trainee teachers and newly qualified teachers (NQTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

Professional Development

- To undergo 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.
- Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture;
- Share leadership strategies, build teams and work co-operatively within and outside the school to achieve the schools goals and objectives;
- Work with the SENCO and class teachers, setting appropriate targets for children within inclusion;
- Assist teachers in the identification of children within inclusion, advising them on appropriate strategies;
- Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and appraisals;
- Lead CPD meetings and INSET through the provision of high quality professional development, such as coaching, or drawing on other sources of expertise, such as the local authority;
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Acknowledge and celebrate the responsibilities and achievements of individuals and teams;
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory;
- Regularly review own practice, set personal targets and take responsibility for personal development;
- Manage own workload and that of others within the school to endure an appropriate work/life balance;
- To take responsibility for your own professional development and keep up-to-date with recent developments in education.

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

Environmental demands and 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.

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 Designated Safeguarding Lead
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/pupil/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.

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.

Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. S/he shall be subject to all relevant statutory and institutional requirements. The post holder may be required to perform any other reasonable tasks after consultation, and under the direction of the SLT.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be constructed. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the SLT. This job

description does not form part of the contract of employment. It describes the way in which the teacher is expected and required to perform and complete the particular duties as set out above.

All staff participate in the school's performance management scheme.

Staff Member _____

Date _____

Headteacher _____

Date _____

Personnel Specification – Class Teacher (Year 2/Year 5)



Attributes	Essential	Desirable	How Identified
Experience	<ul style="list-style-type: none"> • Experience of teaching children in a primary school classroom. • Experience of working as part of a team. • Experience of working with children with SEND. • Experience of working with parents and the community. 	<ul style="list-style-type: none"> • Experience of monitoring and evaluating curriculum provision. • Leading and coordinating an area of the curriculum. • Leading and developing initiatives across school. 	<ul style="list-style-type: none"> • Application form • Interview • References
Qualifications	<ul style="list-style-type: none"> • Recognised DfE teaching qualification. • Qualified Teacher Status. 	<ul style="list-style-type: none"> • Specialist qualifications relevant to the role. 	<ul style="list-style-type: none"> • Application form
Training	<ul style="list-style-type: none"> • Evidence of appropriate in-service training relevant to the job description. • Recent and relevant training in phonics (Y2) and maths. 	<ul style="list-style-type: none"> • Evidence of specific training relevant to the school's curriculum offer e.g. Read Write Inc., Teaching for Mastery. 	<ul style="list-style-type: none"> • Application form • Interview

Knowledge and Skills	<ul style="list-style-type: none"> • Good management and organisational skills. • Good communication skills and the ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to be flexible, work independently and to use initiative. • Up to date knowledge of the National Curriculum. • Ability to adapt planning to meet the needs of individual children. • Knowledge and practical experience of child protection. • Knowledge and understanding of the principles underpinning inclusion and equality of opportunity. • Secure ICT skills. • Ability to cope with the requirements of the post, which may include working with pupils who have emotional/ behavioural/physical difficulties. • Highly motivated to reflect and improve on own practice. • In line with the Immigration Act 2016, you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. 	<ul style="list-style-type: none"> • Experience of assessing children against statutory assessment criteria (Y2). • Experience of moderating assessments with colleagues. • Experience of using relevant school based software e.g. Smart Notebook, CPOMs. 	<ul style="list-style-type: none"> • Application form • References • Observation • Interview
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Physical	<ul style="list-style-type: none"> • Good health enabling appropriate attendance. • A positive outlook and the personal resilience to support children and families. 		<ul style="list-style-type: none"> • Application form • References • Interview
Personal Circumstances	<ul style="list-style-type: none"> • Able to commit to working in accordance with School Teachers' Pay and Conditions. • Able to attend staff meetings/training days as required by the school. • Commitment to continued professional development. • Willingness to contribute to the wider life of the school. 		<ul style="list-style-type: none"> • Application form • References