

Job Description

Class Teacher

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| Salary: | MPS |
| Reporting to: | TBC |
| Supervisory Responsibilities: | None |
| Location: | TBC |

Job Description

Main purpose of the job:

To take responsibility for the achievement, welfare and discipline a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below.

Key Activities/Responsibilities

- ◆ Lead, organise and direct support staff within the classroom
- ◆ Participate in the performance management system for the appraisal of their own performance, or that of other teachers
- ◆ Communicate and co-operate with specialists from outside agencies
- ◆ Participate in meetings which relate to the school's management, curriculum, administration or organisation
- ◆ Work with school leaders to track the progress of individual children and intervene where pupils are not making progress
- ◆ Be able to set clear targets, based on prior attainment, for pupils' learning

Operational

- ◆ Keep appropriate and efficient records, integrating formative and summative assessment into planning
- ◆ Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
- ◆ Report to parents on the development, progress and attainment of pupils
- ◆ Plan appropriately to meet the needs of all pupils, through scaffolding and differentiation of tasks

Organisational

- ◆ Make effective use of ICT to enhance learning and teaching
- ◆ Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils
- ◆ To contribute to/be responsible for the organisation of educational visits/visitors, as necessary

General

- ◆ To carry out the professional duties covered by the latest School Teachers' Pay and Conditions document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England
- ◆ Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy
- ◆ Implement agreed school policies and guidelines
- ◆ To undertake safeguarding training and show vigilance in these matters
- ◆ Support initiatives decided by the headteacher and staff
- ◆ Maintain the positive ethos and core values of the school, both inside and outside the classroom
- ◆ Effectively communicate and co-operate with the teaching and non-teaching staff of the school, governors, parents, children, advisers and other professionals
- ◆ To continue with own professional development and to participate fully in all school meetings and INSET

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Person Specification

| Qualifications and Training | | Form of Assessment |
|-----------------------------|---|--------------------------------|
| Essential | | |
| 1. | Educated to degree level | Application form |
| 2. | Qualified Teacher Status (QTS) | Application form |
| Desirable | | |
| 3. | Other qualification related to a particular curriculum area | Application form |
| Knowledge | | |
| Essential | | |
| 4. | Ability to use assessment to promote good progress for all children | Application form/ interview |
| 5. | Ability to differentiate using a range of strategies to secure good outcomes for all groups | Application form/ interview |
| 6. | Excellent subject knowledge in English and mathematics | Application form/ interview |
| 7. | Excellent subject knowledge in relation to PSHE and developing children's emotional development | Application form/ interview |
| 8. | Ability to use data to inform next steps and target support | Application form/ interview |
| 9. | Understanding of the needs of bi-lingual learners and/or for whom English is an additional language | Application form/ interview |
| 10. | Understanding of the process for child protection | Application form/ interview |
| Desirable | | |
| 11. | Specialist knowledge in a curriculum area | Application form/ interview |

Person Specification

| Experience | | |
|------------------------------|---|--------------------------------|
| Essential | | |
| 12. | Experience of working in the primary age either as an appointed teacher or on a school based attachment | Application form/ interview |
| 13. | Experience of delivering the National Curriculum | Application form/ interview |
| 14. | Experience of successful planning and assessment | Application form/ interview |
| 15. | Experience of deploying support staff | Application form/ interview |
| Desirable | | |
| 16. | Experience of the transition between EYFS and KS1 | Application form/ interview |
| Skills and Attributes | | |
| Essential | | |
| 17. | Ability to create a classroom ethos that develops children as independent learners | Application form/ interview |
| 18. | A teacher with sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching | Application form/ interview |
| 19. | Must be able to keep records of pupil progress in line with school policy | Application form/ interview |
| 20. | Must be able to use assessments of pupils' learning to inform future planning | Application form/ interview |
| 21. | Ability to plan and work collaboratively with colleagues | Application form/ interview |
| 22. | An excellent standard of written and spoken English | Application form/ interview |

Person Specification

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| 23. | A commitment to collaborative working practices | Application form/ interview |
| 24. | An energetic and enthusiastic outlook together with a good sense of humour | Application form/ interview |
| Desirable | | |
| 25. | The ability to speak a South Asian/Eastern European community language | Application form/ interview |
| Other | | |
| Essential | | |
| 26. | Believe that all children can achieve and be passionate about making this happen | Application form/ interview |
| 27. | Be able to engage parents in order to encourage their close involvement in the education of their children | Application form/ interview |
| 28. | A teacher with a flexible approach to work who enjoys being a good team member | Application form/ interview |
| 29. | Must have good communication skills both orally and in writing | Application form/ interview |
| 30. | Must be able to manage own workload effectively | Application form/ interview |
| 31. | Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | Application form/ interview |
| 32. | Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | Application form/ interview |
| 33. | To practice equal opportunities in all aspects of the role and around the work place in line with policy | Application form/ interview |
| 34. | An ability to adapt to the changing demands and priorities of working in a school | Application form/ interview |