



OAKWORTH PRIMARY SCHOOL

OUTLINE JOB DESCRIPTION

POST TITLE:	TEACHER – PRIMARY
GRADE:	MAIN SCALE / UPPER PAY 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 and access to the Council Services.
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 a passionate and enthusiastic 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)

SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their pupils (as per the current Teachers' Standards).

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 children according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the children.
- Identifying effective intervention and mentoring strategies for children.
- To mark and assess children's 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 creative teaching methods, which will stimulate learning appropriate to children's needs and the 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 supporting children through personal and academic difficulties.



HEALTH, SAFETY AND DISCIPLINE:

- To facilitate a safe, secure and healthy environment for children.
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- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour.
- To model and 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.

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 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).
- 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 parents'/carers' evenings and whole school training events.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as 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 to attend to attend staff meetings/training sessions, etc, as directed, outside of school hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, BAT representatives, parents/carers, community groups, external providers etc.
- 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 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.

TEACHING PERSONNEL SPECIFICATION

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Previous teaching within primary education (E) • An understanding and demonstration of barriers to learning and how those may be overcome (E) • Experience of managing pupil performance and intervention strategies to raise performance (D)
QUALIFICATIONS/ TRAINING	<ul style="list-style-type: none"> • Honours degree or equivalent in relevant subject (E) • Qualified Teacher Status (E) • Professional qualifications or relevant experience (E)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Ability to communicate effectively with a range of internal and external stakeholders (E) • Excellent English, Maths and IT skills (E) • Knowledge of safeguarding requirements and support for additional educational needs (E) • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level (E)

APPLICATION STAGE

The following criteria will be used to short-list at the application stage:

- A first degree and Qualified Teacher Status.
- Able to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs.
- Recent experience of teaching across the primary age range.
- A good knowledge and understanding of all curriculum areas and the relevant statutory and non-statutory curricula/frameworks.
- A good, up-to-date working knowledge and understanding of teaching, learning and assessment. Excellent classroom and behaviour management strategies.
- Good written communication skills.
- Evidence of relevant and on-going professional development, training and experience of curriculum innovation. Must be judged as at least good consistently in lesson observations and have potential to develop towards outstanding practice over time.
- Understanding of safeguarding practices linked to the Keeping Children Safe in Education guidance.
- Willingness to contribute to school events and activities.
- Other interests / expertise that would benefit learners and the academy.
- Knowledge of examination / testing requirements.



ASSESSMENT STAGE

All items of the application stage criteria and the criteria below will be further explored during interview:

- An understanding and ability to set realistic and challenging targets and be able to assess and review learners' progress.
- Able to communicate effectively with children, young people, colleagues and parents/carers.
- Able to engage and motivate learners in the school environment.
- Able to contribute to and support the development of the curriculum.
- Have positive values, attitudes and have high expectations for learners.
- Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being.
- Able to work collaboratively as a member of a team and contribute to the professional development of colleagues, including the sharing of effective practice.
- Able to plan, organise, prioritise and manage time effectively.
- Good verbal and interpersonal skills.
- Able to use ICT knowledge and skills in the learning environment.
- Have positive values, attitudes and have high expectations for learners.
- A willingness and / or ability to teach across the primary age range.
- Willing and able to contribute to extra-curricular activities.
- Willing and able to contribute to whole school development initiatives / school improvement planning / self-evaluation.