

**SECTION A – JOB DESCRIPTION**

**PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY**

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

**EQUAL OPPORTUNITIES**

The Leading Learning Trust has as strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

**PREAMBLE**

Staff will be required to carry out duties of a school teacher as set out in paragraphs 33 to 36 (inclusive) of the school teachers’ Pay and Conditions.

All activities in the school will be achieved through teamwork promoting collaboration and co-operation. You will be expected actively to promote and enable colleagues to work in this way.

It is intended if possible to offer non- contact time to all staff to perform organisation and management duties.

The post requires you to teach pupils of the Primary age range.

**PURPOSE OF JOB**

All teachers are required to undertake the duties of School Teachers as set out in the School Teachers’ Pay and Conditions Document, having due regard to the National Curriculum, the School’s aims, objectives, schemes of work and policies of the Governing body. All Teachers will be expected to support and develop basic skills in literacy and numeracy across the school.

The [DfE Teachers’ Standards](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf) apply to all postholders.

**POSTHOLDER REPORTS TO: Executive Head teacher/Head teacher/Nominated deputy**

***Generic Responsibilities:***

**1 – Management**

* To manage groups of children, including pupils with learning difficulties, in a team teaching situation.
* To manage the teaching environment to enable effective learning to take place in collaboration with other members of the teaching team.
* To contribute to the formation of the School Development Plan in collaboration with other staff, members of the local governing body and parents.

**2 – Curriculum**

* To promote a system of planning the curriculum based on the individual needs of the child, setting negotiated curriculum targets.
* To contribute to the assessment and recording of children's achievements.
* To deliver the whole curriculum agreed by the staff, which will include the Foundation Curriculum or the National Curriculum and RE.

**3 – Local governors, parents and community partnership**

* To seek ways to increase parent’s knowledge of the curriculum, school organisation and management to develop opportunities of access into learning for them and enabling parents to support their children's learning.
* To encourage and support parents to contribute to the school's assessment and recording procedures on pupil progression and achievement.
* To promote the smooth transition from home to school, Primary school to feeder Secondary by a variety of strategies including home visiting.
* To develop a partnership with local governors.

**4 – Equal opportunities**

* To actively support the inclusion of pupils with Special Educational Needs into the curriculum and daily life of the school.
* To seek strategies to celebrate and use the rich linguistic diversity of the families in the catchment area.
* To promote through the curriculum, management and organisation of the school access and achievement for all pupils.
* To develop a system of monitoring access and achievement in the curriculum in collaboration with the Teaching Teams.

**5 – Professional development**

* To keep up to date with current developments in education through reading and attending relevant courses and meetings, disseminating information back to the staff.

***Specific Responsibilities:***

These are intended to be a guide to the range and level of work expected of the post-holder. It is not an exhaustive list of all tasks that may fall to the post-holder and employees will be expected to carry out such reasonable duties, which may be required from time to time.

*<<insert any specific responsibilities of the post-holder here>>*

**SECTION B – PERSON SPECIFICATION**

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each application will be assessed to determine how far the criteria have been matched. These stages are:

1 – short-listing by the selection panel

2 – interview by the selection panel

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| **QUALIFICATIONS:** | 1. DfES Qualified Teacher status |
| **EXPERIENCE:** | 1. Experience of working in a Primary, Nursery or Special school. 2. Experience of working in an inner city and multi-cultural community. 3. Able to demonstrate successful experience of educating a variety of pupils. 4. Able to demonstrate a working knowledge of the Primary Curriculum and its delivery in a School setting. 5. Able to demonstrate experience of dealing sympathetically and constructively with parents. 6. Able to work with a multi- disciplinary team and liaise with visiting professionals. |
| **PERSONAL STYLE AND BEHAVIOUR:** | 1. Is able to set and meet realistic targets for self and others. 2. Is able to appraise own performance critically and meet changes accordingly. 3. Is able to manage stressful situations and withstand pressures and ongoing challenges. 4. Is able to lead by example and draw upon own resources to problem solve. |
| **KNOWLEDGE AND UNDERSTANDING OF:** | 1. Understand ways of working in teams with appropriate consultation and communication. 2. Up-to-date knowledge of curriculum issues and clear ideas as to the needs of children in this respect. 3. The principals of assessment (including SATS) and effective record keeping and their use to promote the educational, personal, development and progression of pupils. |
| **COMMITMENT TO AND UNDERSTANDING OF:** | 1. The implementation of equal opportunities practice throughout the school. 2. The implementation of the school’s and the trust’s and policy of inclusive education. 3. The involvement of the local governing body in the organisation of the school. 4. The promotion of community education, parental and community involvement in schools in order to raise levels of achievement. |

**Dfe – Teachers’ Standards**

