

Job Description and Person Specification:

Class teacher

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 a 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.

PROTECTING PERSONAL DATA - UK GDPR

UK GDPR and the Data Protection Act 2018 control how personal information is used by our Trust. Everyone responsible for handling and using personal data has to follow strict rules called 'data protection principles', which apply to any and all data concerning a living individual. An introduction to data protection is provided in our induction systems; refresher training is also provided. Staff are required to seek advice from the leadership team should they have any queries regarding the processing of personal data of fellow members of staff, children or parents.

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](#) 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

QUALIFICATIONS:	a) DfES Qualified Teacher status
EXPERIENCE:	<ul style="list-style-type: none"> a) Experience of working in a Primary, Nursery or Special school. b) Experience of working in an inner city and multi-cultural community. c) Able to demonstrate successful experience of educating a variety of pupils. d) Able to demonstrate a working knowledge of the Primary Curriculum and its delivery in a School setting. e) Able to demonstrate experience of dealing sympathetically and constructively with parents. f) Able to work with a multi- disciplinary team and liaise with visiting professionals.
PERSONAL STYLE AND BEHAVIOUR:	<ul style="list-style-type: none"> a) Is able to set and meet realistic targets for self and others. b) Is able to appraise own performance critically and meet changes accordingly. c) Is able to manage stressful situations and withstand pressures and ongoing challenges. d) Is able to lead by example and draw upon own resources to problem solve.
KNOWLEDGE AND UNDERSTANDING OF:	<ul style="list-style-type: none"> a) Understand ways of working in teams with appropriate consultation and communication. b) Up-to-date knowledge of curriculum issues and clear ideas as to the needs of children in this respect. c) 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:**

- a) The implementation of equal opportunities practice throughout the school.
- b) The implementation of the school's and the trust's and policy of inclusive education.
- c) The involvement of the local governing body in the organisation of the school.
- d) The promotion of community education, parental and community involvement in schools in order to raise levels of achievement.



Teachers’ Standards

PREAMBLE

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 in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils’ attainment, progress and outcomes
- be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children’s intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils’ progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils’ achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
 - having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.