

Stow Heath Primary School



CLASS TEACHER

Job Description & Person Specification Brochure

Job Title	Class Teacher
Salary Scale	Up to UPS3
Responsible to	Headteacher & Governing Body
Line Manager	Assistant Headteacher

1. General Duties

The post holder is required to carry out, under the reasonable direction of the Headteacher, the appropriate duties of a teacher which are set out in the current School Teacher's Pay and Conditions document.

2. Particular Duties and Responsibilities

The postholder is expected to undertake, within the Conditions referred to above, the more specific duties/responsibilities listed below. These do not include or imply any voluntary duties.

3. Amendment of job description

The particular duties and responsibilities listed below may be reviewed from time to time at the request of the Headteacher or post holder as circumstances make necessary. They may be amended only after consultation and approval of the Governing Body. In the exceptional situation of mutual agreement not being achieved, the individual teacher, or Headteacher, will be able to pursue this matter in accordance with grievance procedures.

Job purpose: to teach pupils within the school and carry out the associated duties of a teacher as laid down in the Conditions of Employment.

Key responsibilities:

Teaching & Learning

all teachers should:

- Set high expectations which will inspire, motivate and challenge pupils
- Promote good progress and outcomes for all pupils
- Plan, prepare and teach well structured lessons, good quality teaching is expected, following the schools teaching and learning policy
- Be able to promote a love of learning
- Have an understanding of all the knowledge, concepts and skills required to teach the curriculum in the Early Years Foundation Stage, KS1 and KS2
- Know and understand the current assessment arrangements and methods
- Keep abreast and informed of current developments within the curriculum and assessment
- Follow the schools long term planning in the preparation of medium and short term planning, ensuring they prepare themselves appropriately to teach
- Show continuity and progression in planning and set appropriately demanding expectations of each pupil, including pupils with IEP's, the more able and those on the Gifted and talented register
- Use appropriate resources, including ICT
- Create an attractive, stimulating and safe learning environment
- Demonstrate positive attitudes, values and behaviour

CURRICULUM - subject and curriculum knowledge

- Demonstrate good subject knowledge
- Have secure knowledge of the relevant subject(s) and curriculum areas
- Support the development of policy documentation with other staff
- Support the development of curriculum documentation with other staff
- Advise the Headteacher on appropriate resource
- Take responsibility for promoting high standards in literacy and numeracy
- Demonstrate a clear understanding of synthetic phonics, RWI
- Demonstrated the ability to use wide range of teaching strategies
- Provide homework and out of class activities

BEHAVIOUR AND SAFETY

- Support the school rules
- Maintain positive behaviour in the classroom
- Have high expectations of pupil behaviour
- Manage the class effectively and maintain positive relationships
- Follow the school code of conduct

INSET, TEACHER SUPPORT AND STAFF INDUCTION

- Provide advice and guidance on learning and teaching to secure improvement following attendance at relevant INSET
- Support and co-ordinate the work of other staff
- Participate in meetings at the school
- Take part in professional development

ASSESSMENT AND RECORDING OF ACHIEVEMENT

- Make accurate and productive use of assessment
- Have an up to date knowledge and understanding of how to assess curriculum areas, statutory assessment
- Use Assessment for Learning strategies in line with school expectations
- Monitor progress and set targets
- Provide regular and accurate feedback to pupils
- Assist in the development and maintenance of school portfolios to assist in the moderation and raising of standards
- Keep up-to-date with developments in assessment
- Set and review pupil targets
- Differentiate activities to meet the needs of pupils so that pupils make progress from their starting points
- Liaise with other staff to ensure that assessments are kept up to date

MONITORING STANDARDS AND QUALITY

- Monitor learning and teaching in partnership with the Headteacher, through moderation exercises and classroom observations, and other methods e.g. book trawls
- Monitor the standards of pupils within their own class

APPRAISAL/PERFORMANCE MANAGEMENT

- take part in CPD
- take an active part in the school's appraisal systems
- be responsible for up dating their own knowledge

EVALUATION AND MONITORING

- review targets in the SIP, which relate to their curriculum area in partnership with SLT
- Take a full and active part in the monitoring process
- Be able to reflect on the effectiveness of their lessons

All staff are expected to:

- Support the aims and vision of the school
- embrace the philosophies of the school with regard to the education and integration of children with special needs
- embrace the council's policies with regard to equal opportunities
- ensure that they keep informed of developments in school by reading the staff file, the notice board, staff handbook, policies and curriculum documentation
- check their mail box regularly and at least once a day
- be skilled users of ICT and keep their ICT skills up-to-date
- support the aims and objectives of the school
- be knowledgeable about the EYFS, KS1 and KS2
- be committed to working in partnership with parents
- be responsible for their own professional development
- support the ethos of the school
- be knowledgeable about child protection and safeguarding procedures
- attend parent's evenings, communicate effectively with parents and produce quality reports for parents

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- promote positive behaviour strategies and discipline
- be a positive role model
- market the school in a positive manner
- support the wellbeing of all
- inform the appropriate person about children with learning or behaviour difficulties and those who they consider to be gifted and talented.
- Maintain teaching standards to meet school expectations
- Make a contribution to the wider life of the school
- Be a positive role model for pupils and other staff
- Follow the school code of conduct

All post-holders are expected to:

- Embrace the philosophies of the school with regard to the education and integration of children with special needs,
- Know, understand and act on all the principles of 'Keeping Children Safe'
- Be knowledgeable about child protection and safeguarding procedures.
- Embrace all the policies of the school.
- Embrace the Council's policies with regard to equality

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

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FACTORS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status Evidence of continued professional development 	<ul style="list-style-type: none"> Working towards further qualifications 	Application Form
Experience	<ul style="list-style-type: none"> Good teaching in a successful primary school Meeting the needs of all children Raising standards in challenging circumstances Co-ordinate curriculum subject or area RWI 	<ul style="list-style-type: none"> Leadership initiatives. Member of management team Outstanding teaching CPD for literacy development Experience of Early Years Language and communication development 	Application Form Selection Procedure References
Curriculum	<ul style="list-style-type: none"> Ability to lead by example and model good practice to colleagues Comprehensive knowledge of the National Curriculum and Strategies Experience of monitoring and reviewing curriculum coverage Ability to co-ordinate the curriculum across the whole school RWI Ability to develop literacy across the whole curriculum 	<ul style="list-style-type: none"> Training in Subject Leadership Strong skills in grammar, spelling and comprehension Proven ability to achieve accelerated progress in reading and writing Big writing 	Application Form Selection Procedure References
Assessment	<ul style="list-style-type: none"> Strength in assessment, recording and reporting Experience and knowledge of tracking and target setting Data analysis Use of assessment manager Ability to set targets from data and evaluate 	<ul style="list-style-type: none"> Ability to organize and conduct Progress Meetings 	Application form Selection Procedure References
Skills	<ul style="list-style-type: none"> Classroom teaching that challenges and inspires Set good standards of behaviour and social interaction of pupils Good organisation skills ICT literate To make additional contributions to extra curricular activities Communicate to a wide audience 	.	Application form Selection Procedure References
Standards	<ul style="list-style-type: none"> Knowledge of strategies to raise pupil achievement Experience of training and supporting staff to raise standards Involvement or training in school self evaluation and improvement planning Experience of leading school improvement 	<ul style="list-style-type: none"> Experience of OFSTED 	Application form Selection Procedure References

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Parents/carers	<ul style="list-style-type: none"> • Be committed to a partnership between home and school • Experience of working with and engaging parents and the wider community 		Application form Selection Procedure References
Personal	<ul style="list-style-type: none"> • Develop and sustain good personal relationships • Leading the work of other staff • Management of peers • Strong communication skills • Ability to inspire others • A belief in inclusion and education for all • High expectations • Initiative • Positive out look • Sense of humour • Team player • Problem solver 	<ul style="list-style-type: none"> • Track record of contributing to accelerated progress in reading and writing 	Application form Selection Procedure References