

# Safer Recruitment Basic Job Description & Person Specification

## BRIGHTON & HOVE CITY COUNCIL

### JOB DESCRIPTION

**JOB TITLE:** Class Teacher

**REPORTS TO:** Headteacher

**DEPARTMENT:** Education

**SECTION:** Woodingdean Primary School

### PURPOSE OF JOB

To be an effective member of the staff team, ensuring that all children at Woodingdean Primary School receive a vibrant and relevant education, enabling them to achieve well in all areas of development.

To be an effective teacher, demonstrating appropriate curriculum knowledge, taking responsibility for personal professional development.

To provide a caring and nurturing learning environment that celebrates diversity in which all pupils, especially those with a variety of learning and other needs, are able to feel safe, valued, and respected.

This job description is to be read in conjunction with the [Standards for Teachers](#) at an appropriate level.

### PRINCIPAL ACCOUNTABILITIES

#### Teaching

- Carry out the duties of a teacher in accordance with the agreed policies of the school.
- Set high expectations for all pupils; inspiring, motivating and challenging them to progress.
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect.
- Promote a love of learning and pupils' intellectual curiosity.
- Demonstrate and model consistently the positive attitudes, values and behaviours which are expected of pupils.
- Understand pupils' capabilities and their prior knowledge, planning 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, barriers to learning and how these can impact on teaching.

- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of English, and take responsibility for promoting high standards in numeracy.
- Make effective use of lesson time to impart knowledge and develop understanding.
- In accordance with school policy, set homework to consolidate and extend knowledge and understanding.
- Demonstrate an awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support their education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs, higher attainers, and those with English as an additional language and those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Have a secure understanding of how a range of factors, such as socio-economic deprivation and adverse childhood experiences can inhibit a pupil's ability to learn and how best to overcome these.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 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.
- Provide opportunities for pupils to feedback on what supports their learning and on their experiences in the class and wider school community.
- Share in the corporate responsibility for the wellbeing of all pupils.
- In accordance with school policy, 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.
- Work in partnership with parents and carers to support the progress and development of their child or young person.
- Show self-awareness of own strengths, areas for development, biases and prejudices and be committed to both self-care and self-improvement.
- Ensure resources used in the classroom reflect the diversity of the school and wider community and represent non-stereotypical views that promote the aspirations of all pupils.

### **Subject Leader Responsibilities**

- To co-ordinate (a) subject(s) if allocated:
- Have good knowledge of relevant NC programmes of study.
- Devise and/or maintain curriculum schemes with the support of senior leaders that represent school priorities to decolonise and diversify the curriculum.
- Manage and monitor curriculum resources ensuring they are accessible, up to date, challenge stereotypes, reflect diversity and encourage critical thinking.
- Manage and develop action plans, policy and procedures as appropriate.
- Monitor standards of teaching and learning in curriculum area, identify effective practice and areas for improvement. Implement strategies to raise standards as appropriate.
- Keep up to date with national and local trends, research and initiatives relevant to curriculum area.

- Support the SLT and other leaders by analysing and evaluating levels of achievement, identifying patterns and trends and develop plans to address disadvantage and gaps.

### **School Responsibilities**

- Undertake playground, lunch and other duties as required
- Attend school meetings and INSET on a regular basis and take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Make a positive contribution to the wider life and ethos of the school and be an active team member.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, working as a team to provide consistency.
- Liaise with colleagues in and outside school in order to provide high quality provision and care for all pupils.
- Contribute to the school's public sector duty under the Equality Act (2010) to eliminate discrimination, promote equal opportunities and foster good relations.

### **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 understanding and 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 respect for the rights of others and an understanding of diversity and difference
  - working to promote the values of the school and British values
  - 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 and experiences are not expressed in ways which are harmful to pupils, 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.
- The list of duties in the job description should not be regarded as exclusive or exhaustive.

There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

# BRIGHTON & HOVE CITY COUNCIL

## PERSON SPECIFICATION

**JOB TITLE:** Class Teacher

**GRADE:** Teachers Main Scale

**DEPARTMENT:** Education

**SECTION:**

<b>Job Related Education and Qualifications and Knowledge</b>	Qualified teacher status
<b>Experience</b>	Proven excellent teaching in the ##### phase  Experience of working individually and collaboratively as a team
<b>Skills and Knowledge</b>	Good knowledge and understanding of the ##### curriculum  High expectations and aspirations for the safety, well-being and achievement of all pupils  Understanding of and commitment to learning through a progressive sequential curriculum which results in high outcomes  Understanding of how to use assessment to secure excellent academic progress for all pupils  Understanding of how to effectively support pupils with SEND, EAL and those who are disadvantaged to achieve excellent outcomes  Understanding of how to develop a safe learning environment that facilitates wellbeing and progress  Ability to work in partnerships with a range of stakeholders including staff and parents  A good awareness of current educational issues and research
<b>Qualities</b>	Passion and excitement for teaching and the difference that can be made to pupils' lives

	<p>Reflectiveness and self-awareness</p> <p>Commitment to the needs and progress of all pupils, including those with SEND and those who are disadvantaged</p> <p>Commitment to personal and professional development and excellent teaching</p> <p>Kindness and compassion towards self and others</p> <p>Ability to organise work and prioritise tasks</p> <p>Commitment to the school values and to the elimination of discrimination, promotion of equality of opportunity and fostering good relations</p>
<b>Other Requirements</b>	<p>Commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.</p>

