Model Job Description

POST: Teacher (Primary)

PAY RANGE: Main Pay Range – Upper Pay Range

Job Purpose **Class Teacher**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the head teacher. To be an effective professional who demonstrates their curriculum knowledge, able to deliver effective teaching, learning and assessment to support the achievement of pupils.

Teachers Standards

Teachers' Standards is the core document for practising teachers at this school and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school development plan and constitute the framework for the management of the appraisal process in this school.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Areas of Responsibility and Key Tasks

Ensure that pupils achieve outstanding progress through:

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objective and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- be aware of and make provision for pupils who are AEN/SEN, very able, LAC or who have other particular needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
    i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary

ii. use effective questioning, listen carefully to pupils, and give attention to errors and misconceptions

ii. select appropriate learning resources and develop study skills through library, ICT and other sources;

- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- taking account of pupils' needs by providing structured learning;
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- contribute to the whole school's planning activities;

- liaise with the Key Stage Leader or Curriculum Leader to ensure the implementation of the school'

School development

- **Optional** - To co-operate with the aims and objectives of our CE school, contributing towards a positive Christian ethos by showing kindness and courtesy towards all members of the school community and leading worship with pupils;
- To promote equal opportunities within the school and to seek to ensure the implementation of the school's and Children's Services equal opportunities policies;
- To promote within the school a culture in which all pupils, staff and parents feel confident in raising concerns relating to the welfare or safety of children and

that those concerns will be heard and dealt with consistently, and to do this in accordance with the school's Child Protection Policy.

Other Professional Requirements

- have a good working knowledge of teachers' professional duties and legal responsibilities;
- operate at all times within the stated policies and practices of the school;
- have good knowledge of subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and pupils;
- contribute to the everyday life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD), the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description should be read in conjunction with Annex 1 – Teachers' Standards (England) contained within the STPCD.

All school based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

Model Person Specification – Teacher (Primary)

Essential Criteria

1 Knowledge and Experience

1.1 Evidence of exemplary Foundation/Key Stage 1/Key Stage 2 classroom practice.

1.2 A sound understanding of recent developments in the primary school curriculum.

1.3 Knowledge of the particular requirements of delivering education to pupils with AEN/SEN, very able, LAC or who have other particular individual needs.

1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.

1.5 Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices is not discriminatory.

2 Skills and Abilities

2.1 Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the curriculum to children in the primary school age range.

2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.

2.3 Ability to select appropriate resources to create a stimulating learning environment.

2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child's education.

2.5 Ability to direct the work of a teaching assistant.

2.6 Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.

2.7 Excellent inter-personal skills

2.8 Excellent time and task management skills.

2.9 Ability to work under pressure and to deadlines.

2.10 Ability to use data effectively in setting targets and understanding pupil progress.

3 Qualifications

3.1 DfE recognised teaching qualification

3.2 Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

4 Personal Qualities

4.1 Commitment to safeguarding and promoting the welfare of children and young people.

4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.

4.3 Commitment to equal opportunities within the whole school development plan.

4.4 Commitment to partnership with Governors, school and parents.

4.5 **Optional -** Sympathy with the aims and values of a Church Aided School.

4.6 Evidence of commitment to personal continuing professional development.

5 Desirable Qualities

5.1 Optional -