



# UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

## JOB DESCRIPTION

### CLASS TEACHERS Lower Primary (R-2) Upper Primary (3-5)

**Title:** Class teachers

**Responsible to:** Headteacher

**Grade:** Main Scale 1 – 6

#### Context of the University of Cambridge Primary School

As a new and growing school, the role of our Class Teachers is significant in realising the vision and ethos of the school. Successful candidates will have the unique opportunity to help create a place for irresistible learning. The school will grow to become a three form entry school and as such the role is dynamic and will have varied responsibilities to support the needs of the growing school, commensurate with the expectations of main scale and Upper scale class teachers as described in the School Teachers' Pay and Conditions document and in our Appraisal and Career Progression documents.

#### Purpose of Job

*To ensure the very highest expectations for all children with a positive proactive attitude to finding ways through for every child. To model the ethos and vision of the school to ensure the tenets of Ambition, Innovation and Inclusion are achieved within a framework inspired by our values and ethics.*

1. To assist the school leadership in ensuring the very best learning experience for children in our school
2. To carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers at the University of Cambridge Primary School.
3. To demonstrate a passion for learning and education, striving to develop yourself and others and teach to a high standard, meeting the National Teachers' Standards.

*The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take our Prevent Duty seriously and promote British Values at all times. Equality for all children, staff and volunteers is embedded in our ethos, thus meaning discrimination of disability, race, religious beliefs, gender, sexual orientation, sexual identity and gender identity is not tolerated. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references. Candidates will also need to declare that they are not barred from working with children because of the rules related to barring by association.*

## **Professional Duties**

### **General**

1. Alongside the Headteacher and Senior Management Team promote the school within the local community.
2. To represent the school at meetings within Children's Services, Faculty of Education and outside when necessary.
3. The job description and allocation of particular responsibilities may be amended from time to time in relation to the school's needs and changes in Teachers' Pay and Conditions. As a class teacher you will be expected to:-

### **Teaching and Learning**

*To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.*

4. Plan, prepare and teach exciting, challenging and engaging lessons;
5. Assess and record learning carried out by pupils;
6. Evaluate attainment and progression of pupils;
7. Support School behavioural policies encouraging reinforcement of positive behaviour.
8. Work within our values framework so that every child's voice is heard and valued and to ensure that respect for all people, from all backgrounds, religions and minority groups are welcomed and included.
9. Develop supportive relationships with pupils;
10. Strive to develop positive relationships with families by communicating and consulting with parents of pupils;
11. Liaise with school staff, parents and other professionals to support pupils learning;
12. Participate in meetings as deemed necessary;
13. Provide oral and written assessments, reports and references relating to individual pupils as required;
14. Plan as part of a year/phase group, contributing ideas and sharing resources with colleagues;
15. Lead assemblies occasionally, taking turns on the school rota, and to prepare class/year group contributions to open assemblies performances to parents;
16. Participate in School Performance Management procedures;
17. To keep professional skills up to date and maintain a personal professional development file as a record of ongoing training;

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18. To evaluate externally provided training attended (see training folder) and to feedback useful information to aid school development;
19. Promote the safeguarding of the health and safety of the whole school community when on school premises or when engaged in school activities elsewhere;
20. To inform the Head or Deputy of any concerns about any of the children in your care;
21. Support and implement the aims of University of Cambridge Primary School.
22. To participate in the community life of the school (School Fairs, Christmas Events, other celebrations etc.)

### **Management**

*To support and promote efficient and effective management of the school so that children and parents have a positive experience of life at school*

1. As well as a class teacher role, leading an aspect of the curriculum linked with personal interests, skills and career progression opportunities will be expected.
2. To assist the school leadership in the day to day running of the school on occasion
3. To model and assist in facilitating consistently good communication within the school and sustain the personal motivation colleagues within the school.

### **Research informed pedagogies: Continuing Professional Development**

*To support the leadership team and staff body in achieving a high quality learning community, principled on our ethos and vision:*

1. We want all staff to be inspired by actively engaging with their professional development through, (but not exclusively):
  - a. Designing, implementing and evaluating action research
  - b. Working with academics, under the leadership of the Headteacher, and be involved in external research projects
  - c. Keeping abreast of the latest developments and thinking by reading regularly
  - d. Coaching and mentoring; working collaboratively with all staff members to coach, mentor and share expertise to raise standards of teaching and learning
  - e. Self-evaluation and peer review.
2. To engage in high quality professional learning opportunities within the school.
3. To participate in the Performance Management of Staff to inform their individual CPD plans.
4. To be actively engaged in research: by being informed (through reading and personal study) and working with colleagues at the University in generating new research

### **Stakeholders**

*To raise the profile of the school with all stakeholders and engage with outside agencies for the benefit of the school*

1. To attend meetings as appropriate with the Governing Body and parents and to provide such reports and information as required.
2. To help provide training and workshops for parents / carers
3. To support the senior leadership team in establishing partnerships within the locality and further afield

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4. Establish and consolidate links with neighbouring pre-school providers and other relevant professionals (e.g. social services, speech therapists, health visitors, educational psychologists, etc.)

### **Working Time/Review**

Please refer to Teachers' Pay and Conditions regarding holiday entitlement.

### **Research and professional reading commitments:**

We hope to inspire all staff to be excited and engaged in research and will strive to find opportunities for staff to develop this aspect of their professional learning. We would expect staff to undertake at least 5 days dedicated to the research aspect of the University of Cambridge Primary School and ensure that they keep abreast of current educational research and practice. This may involve attending conferences, professional reading, preparing projects, writing papers for journals or chapters in books or other such related activities. Our unique relationship with the University of Cambridge will facilitate this research aspect of our professional teaching community. There are three extra INSET days to facilitate this research learning.

### **Conditions of Service**

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Governors.

### **Special Conditions of Service**

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

This post allows substantial access to children. Candidates are therefore required to comply with departmental procedures in relation to police checks (DBS). If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such convictions.

### **Equal Opportunity**

This post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

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