HUNSLEY PRIMARY
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JOB PROFILE

Classroom Teacher – Primary Year 3

Purpose	To facilitate and encourage learning which enables pupils to develop according to age, ability and aptitude. Creating an effective inspirational learning environment where pupils feel secure and are able to contribute. Sharing and supporting the corporate responsibility for the well-being, development and behaviour of all pupils.
Qualifications	Essential: • QTS • Honours degree • Knowledge of statutory delivery and assessment of the National Curriculum Desirable: • Willingness to undertake additional training or qualifications if appropriate.
Knowledge and Skills	Demonstrate knowledge and understanding of: • Principles and practices of effective teaching and learning within KS1 and 2 • Knowledge and understanding of the KS1/2 national curriculum areas • Preparation of schemes of learning, engaging lessons, learning resources and displays to encourage a positive learning environment • Demonstrate and utilise good pedagogical and curriculum knowledge for KS1/2 (fostering and maintaining pupil interest, promoting high standards of literacy, numeracy and wellbeing) • Principles and practices of monitoring/assessment/ evaluation of pupils progress • Application of information and communications technology (ICT) to learning and teaching • Relevant experience gained in teaching within Primary education and/or ITT placement • Ability to create a happy, challenging and effective learning environment. • Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.

Key Accountabilities	• Plan and teach well-structured learning activities of a high standard - following designated programmes of study - carrying out the necessary assessments - providing information/ evidence for records - monitoring pupils' development impart knowledge and develop understanding through effective use of lesson time - promote a love of learning and pupils' intellectual curiosity - reflect systematically on the effectiveness of lessons and approaches to teaching - plan teaching to build on pupils' capabilities and prior knowledge, addressing gaps and basing planning on assessment for learning - contribute to the design and provision of a stimulating and engaging curriculum within Year 3 . - Employ teaching activities and methods which offer personalised, pupil-centred and creative approaches to learning so that every child can make excellent progress from their starting points • Maintain discipline in accordance with school policies and demonstrate good practice in the classroom with regard to expectations, attendance, behaviour, appearance, uniform, homework etc. • Manage the work of Teaching Assistant(s) and other adults in the classroom to enhance learning opportunities for pupils. • Contribute to the corporate tasks of development, record keeping, monitoring, and evaluation of lessons and maintenance of materials. • Work closely with and consult those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students. • Engage in continuous professional self-development in relevant areas. • Set high expectations which inspire, motivate and challenge pupils (setting goals according to age, ability and aptitude, that stretch and challenge students of all backgrounds, abilities and dispositions, promoting pupils' resilience, confidence and independence when tackling challenging activities). • Promote good progress and outcomes by pupils (being accountable for pupils attainment, progress and outcomes, guiding pupils to reflect on their progress and emerging needs, encouraging pupils to take a responsible and conscientious attitude to learning • Adapt teaching to respond to the strengths and needs of all pupils (knowing when and how to differentiate appropriately, demonstrating an awareness of the physical, social and intellectual development of young children, having a clear understanding of the needs of

	all pupils, using effective teaching strategies that match individual needs) • Make accurate and productive use of assessment, providing pupils and parents with regular meaningful feedback (making use of formative and summative assessment to secure pupils' progress, using relevant data to monitor progress, set targets and plan subsequent lessons) • Manage behaviour effectively to ensure a good and safe learning environment (establishing a safe and stimulating environment for pupils rooted in mutual respect, having clear rules and routines for behaviour in classrooms, promoting good and courteous behaviour in classrooms and around the school).
Competencies	• Deciding and initiating action (makes prompt clear decisions which may involve tough choices or considered risks; takes responsibility for actions, teaching and pupils' experience; takes initiative; acts with confidence and works under own direction; initiates and generates activity). • Adhering to principles and values (upholds ethics and values; demonstrates integrity; values learning, not only for purpose, but for its own sake; believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires pupils to always do their best; promotes and defends equal opportunities; encourages individual responsibility for achieving challenging goals). • Creating and innovating (produces new ideas, approaches and insights appropriate to Primary pupils; delivers innovative lessons that encourage high levels of aspiration and achievement; produces a range of solutions to problems; seeks opportunities for increased levels of performance; devises effective change initiatives). • Delivering results and meeting expectations (focuses on organisational and pupils' needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way). • Coping with pressures and setbacks (works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it) • Achieving personal work goals and objectives (accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching

	goals, aspiring to greater levels of performance and attainment for pupils and self). • Ability to work in a professional manner • Ability to recognise, acknowledge, utilise and develop individual strengths and weaknesses to raise attainment in own classes • Participate in Performance Management in accordance with school policy and understand how this fits with continuing professional development. • Awareness of whole-school educational issues at both local and national level. • Ability to operate as a member of the team in a professional manner.
Personal Qualities	• Initiative, drive, commitment and sense of fun • Self-awareness and the ability to relate to pupils, staff and parents • Social-awareness • Self Management • Relationship Management • Encouraging, caring and supportive nature

This job profile is specific to the post described and does not in anyway remove the obligation of teaching staff to abide by the Expectations and Code of Conduct for Staff at The Education Alliance, all school policies including the Child Protection Policy, the Teachers' Pay and Conditions Document, and the National Standards for Teachers. Links to these can be found on the school intranet.

The Education Alliance is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and all staff are carefully screened prior to appointment.

I have read the above job profile and agree with the terms and conditions set out in it.

Signature: _____ **Date:** _____

Printed Name: _____ **Date:** _____