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| **Job Description** |
| **Job Title:** | Teacher |  | **School Name:** | Oliver Goldsmith Primary School |
| **Grade and Range:** | *Main Scale*  |  | **Hours:** | STPCD |
| **Working Pattern:** | STPCD |
| **Reports to:** | Assistant Headteacher, Deputy Headteacher, Headteacher, School Governors and Local Authority |  | **Supervises:** | Support staff within own class |
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| **Purpose and context:** | To carry out professional duties of a teacher other than a head teacher, as described in the School Teacher’s Pay and Conditions Document– demonstrating a high level of competency within the Teachers’ Standards.1. To take full responsibility for modelling learning opportunities that make a real and measurable difference to children’s life-long learning and providing insightful support, advice and challenge to colleagues which raises standards in your own and other classes.
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(This JD may be accompanied by a TLR JD)

**Principle Accountabilities:**

1. **Learning and Teaching Responsibilities:**
	1. To take responsibility for the welfare and safety of all the children in our care and specifically those in the teacher's own class.
	2. To be a highly effective teacher and raise levels of achievement, ensuring the majority of children in the class make very good progress, regardless of their background or needs.
	3. Manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. Use strategies to promote and develop pupils’ social, emotional and behavioural skills**.** Constantly encourage all pupils to participate in and contribute to lessons, and create an atmosphere that is highly conducive to learning.
	4. To collaboratively plan and prepare long, medium and short term work as a member of a team, incorporating imagination and creativity (including homework) to inspire and capture learners.
	5. Swiftly and accurately determine learners’ strengths and needs by using clear evidence of children’s understanding, as shown in their: books, questioning and contributions.
	6. Following the gathering of evidence of children’s understanding (formative and summative assessment), plan and modify teaching to ensure that gaps in children’s understanding are closed and all children make expected progress and help colleagues to do the same.
	7. Make very good use of pupils’ prior knowledge and backgrounds, the local area and children’s responses to key questions to inform further discussion, learning and teaching. (Assessment for Learning)
	8. To adhere to all assessment and reporting arrangements in the school i.e. National assessments, attend parents’/carers' meetings, target tracker etc. and support colleagues with this.
	9. Help pupils understand the different ways they learn and think, imbedding learning attitudes by teaching what to do when children are ‘stuck’ by using the skills of risk-taking, perseverance, noticing, questioning, listening, collaboration and reflection to be curious learners with aspiration and resilience.
	10. To organize and resource a classroom to the highest standard, to create an effective and creative learning environment which is a model for other teacher’s to follow both inside and outside, as appropriate. To use this learning environment as a highly effective too to move children’s learning on.
	11. To use a wide and varied range of teaching strategies to enable all children to make significant progress. These strategies would include, at various times:
		1. Investigative learning
		2. Active and practical learning inside and outside of school
		3. Opportunities for language development, including subject specific vocabulary
		4. Highly effective use of resources, artefacts, props and visitors
		5. High quality follow-up learning after visits and trips to make the most of these learning opportunities
		6. Opportunities for drafting, editing and perfecting work – reflection
		7. Opportunities for performance and publishing work
		8. Use of modern technologies to enhance learning
		9. Rigorous and systematic tracking of pupil’s understanding
		10. Teamwork and collaboration with colleagues to improve children’s learning
		11. Personal research, development and learning to enhance your own practice
		12. Evaluating and reflecting upon your own practice, setting next steps for yourself to imprve practice.
	12. To directly line-manage support staff, working in the classroom to make best use of this resource to improve children’s learning.
	13. To establish and maintain good relationships with children, parents, colleagues and governors.
	14. To effectively liaise and communicate with colleagues to ensure consistency for the children in your care.
	15. To support pupils with Special Educational Needs, according to the Code of Practice, in liaison with the SEND Co-coordinator.
	16. To be aware of Safeguarding (Keeping Children Safe in Education) and Health and Safety Regulations and ensure that these are carried out.
2. **Other duties and responsibilities:**
	1. To attend weekly meetings and in-service training, in accordance with school policy and procedures and to lead such meetings as required.
	2. To take assemblies and to support other staff with assemblies as required.
	3. To implement Southwark Council's policy on Equal Opportunities.

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| **General Statements:** | * If a teaching position this is governed by the National Agreement on School Teachers’ Pay and Conditions, supplemented by local conditions as agreed by the governors.
* Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils’ policies and procedures and standing orders.
* Enactment of Health and Safety requirements and initiatives as appropriate
* All employees are required to declare any conflict of interest that may arise before or during their employment.
* Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority’s interest, or in any way weaken public confidence in the conduct of the School’s business.
* Undergo and meet school conditions for a satisfactory enhanced DBS check.
* Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School’s policies and procedures.
* To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.
* Ensuring work is line with the School's Green Commitment Policy goals.
* Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.
* Treating all information acquired through your employment, both formally and informally, in strict confidence
* To demonstrate a commitment to good customer care.
* Any other duties of an appropriate level and nature will also be required.
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| **To contribute as an effective and collaborative member of the School Team:** | * Participating in training to be able to demonstrate competence.
* Participating in first aid training as required.
* Participating in the ongoing development, implementation and monitoring of the service plans.
* Contributing in meetings and being a supportive member of the school team.
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| **Person Specification** |
| **Job Title:** | Teacher | **School Name:** | Oliver Goldsmith Primary School |

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|  |  | **Essential (E) or Desirable (D)** | **How assessed (A / I / T)** |
| **Knowledge / qualifications:** | * Recognised by the DfE as holding qualified teacher status.
* Educated to degree level or equivalent
* To have evidence of continuing and recent professional development relevant to the post.
* Knowledge of equality of opportunity issues and how they can be addressed in schools.
* An excellent understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of primary age.
* An understanding of the importance of the culture and ethos of a school in securing high standards and of strategies for improving these.
* Good understanding of effective strategies for gaining and maintaining high standards of discipline in accordance with the school’s policy.
* Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils.
* Good up to date understanding of child protection issues and procedures.
* An understanding of the role of parents/carers and the community in learning improvement and how this can be promoted and developed within a class.
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| **Experience:** | * Recent, significant and successful experience as a teacher in the primary phase.
* A proven track record of raising attainment.
* Significant and successful experience of leading aspects of the curriculum at whole school level, e.g. as a subject or phase leader.
* Experience of supporting/mentoring colleagues in order to secure school improvement.
* Successful experience of improving the quality of teaching and learning, through processes of monitoring and support.
* Experience of managing and using pupil attainment and tracking data bases.
* Experience of initiating and implementing strategies to improve parental involvement in their children’s learning.
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| **Aptitudes, skills and competencies:** | * Ability to provide a model of best practice, through teaching in own or others classrooms.
* To demonstrate leadership qualities, including energy, resilience and the ability to enthuse and motivate others.
* To have a good personal presence, good communication skills and a sense of humour.
* To relate well to children and be responsive to their needs.
* To be able to develop and maintain effective relationships with all members of the school community and outside agencies.
* To be able to provide accurate and clear written and oral communication for a range of audiences.
* To be highly competent within an area of the school e.g. Arts: and have skills in raising attainment both within their own class and across the school.
* To be approachable, accessible and flexible.
* To be able to work effectively under pressure, to prioritise appropriately and to meet deadlines.
* To be able to understand and interpret performance data.
* An understanding of and commitment to the principles of Keeping Children Safe in Education and promoting the health, safety and wellbeing of all children.
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| **Special conditions:** | * Motivated to work with children & young people.
* Ability to form & monitor appropriate relationship & personal boundaries with children & young people.
* Emotional resilience in working with challenging behaviours.
* Appropriate attitudes to use of authority & maintaining discipline.
* The postholder may be required to work outside of normal school hours on occasion, with due notice.
* To undergo an enhanced DBS check – individuals on the children’s (and adults where relevant) barred list should not apply.
* An understanding of the principles of Keeping Children Safe in Education 2015 and a commitment to ensuring the health, safety and wellbeing of all children.
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