
Job Description

Job Title:	Class Teacher
Location:	Abbey Church of England
Job Purposes:	Teaching & Learning KS2
Background:	The David Ross Education Trust (DRET) is growing to a network of over 30 academies by September 2016 with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.
Reporting To:	Head Teacher
Salary:	Main Scale (MPG)

Key Responsibilities

Purpose of the job

- Under the reasonable direction of the Executive Headteacher and Associate Principal, carry out the professional duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document (STPCD)
- Be accountable for leading, managing and developing teaching and learning in an agreed curriculum area in line with national and school policies
- This post receives 10% of the teaching timetable as PPA time
- Additional time to lead a subject area subject to negotiation

Strategic responsibilities

- To be responsible for supporting other members of staff to develop their expertise in planning and teaching in your curriculum area
- Analyse and interpret data in partnership with the Senior Management Team in order to set targets to raise levels of achievement and take action as appropriate within your own subject area
- Take responsibility for aspects of school development in your subject area. Contributing towards whole school evaluation (SEF) and improvement plans (SIP's) by producing subject SEF's and action plans

Teaching responsibilities

Planning, Teaching and Class Management, To

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

- Identifying clear teaching objectives 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
- Identifying SEN or very able pupils and differentiate work accordingly;
- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Make effective use of assessment and ensure coverage of programmes of study;
- Ensure effective teaching and best use of available time;
- Monitor and intervene to ensure sound learning and discipline

Use 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, give attention to errors and misconceptions
 - iii select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
 - Evaluate their own teaching critically to improve effectiveness;

Monitoring, Assessment, Recording, Reporting - To

- 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;
- prepare and present informative reports to parents in the form of written reports and formal parent consultation evenings

Operational responsibilities

- Adhere to and promote school policies and procedures, e.g. Behaviour Management, Equal opportunities, Health & Safety Safeguarding etc. as appropriate
- Work with phase unit colleagues to ensure that teaching & learning reflects the needs of pupils, the school improvement plan and school aims
- Keep up to date with national developments in teaching practice and methodology
- Share duties and responsibilities with other members of the phase team
- Assist in making arrangements for parents and carers to be given regular information about the progress of their children and other matters relating to the school
- Participate in continued professional development
- Be committed to teamwork and be pro-active in ensuring effective working relations.
- Play a full part in the life of the school community to support its vision and ethos of inclusion, raising aspirations and broadening horizons
- To enhance and contribute to extra-curricular opportunities

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

We would strongly recommend NQT's to apply for this position.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. A DBS disclosure is required for this post.

Person Specification

The Person Specification is related to the requirements of the post as determined by the Job Description. Short listing is carried out on the basis of how well you meet the requirements of the Person Specification. You should refer to these requirements when completing your application. Short listed candidates will be required at interview to complete a variety of activities directly related to the Person Specification, forming an evidence base for the appointment.

Qualifications and Professional Development

Essential

- Qualified Teacher Status
- Degree level education or an equivalent professional qualification

Knowledge, Skills and Competencies

Essential

- An understanding of the different ways in which children learn and of a variety of teaching strategies
- Thorough knowledge of the whole primary curriculum its organisation and assessment for learning
- Demonstrate a commitment to and an understanding of the processes of inclusion and equal opportunities in particular knowledge of strategies for EAL pupils learning
- A clear understanding of current educational legislation, issues and debates

Desirable

- Knowledge of current procedures and strategies for raising standards

Experience

Essential

- Successful promotion of positive behaviour management strategies
- Successful experience of accelerating rates of pupil progress through the use of accurate assessment of and for learning
- Successful experience of subject co-ordinator role

Desirable

- Experience of providing extra - curricular activities