

Personnel Specification

Main Scale Teacher

Attributes	Essential	Preferred
Qualifications	First degree Qualified teacher status Evidence of recent professional development	Good honours degree Relevant work with children
Experience	Successful teaching at KS1 and 2 Successful teaching experience whilst qualifying	Experience in organising extracurricular activities or enrichment activities
Background	Strength in at least one core subject Commitment to extracurricular activities Ability to listen and act upon advice	An ability to plan appropriate lessons Strength in core subjects Experience of Lower, Junior or Middle Schools
Teaching and Learning	A positive and dynamic role model high expectations of pupil performance and behavior Maintaining a caring and supportive class environment Evidence of planning lessons according to NC requirements and using national strategies	Understanding of how pupils learn An appreciation of the need to handle pupils sensitively, yet motivating them Good personal ICT skills
Personal Qualities	A commitment to excellence Flexible and approachable manner Strong written and communication skills Good attendance and punctuality record	To have presence and impact in and around the school Understanding of how pupils learn and commitment to Every Child Matters agenda Involvement in the life of schools
Community	Experience of working with parents and the wider community	

Job Description

Main Scale Teacher

Introduction: Job Purpose

The essential quality of the teacher is to provide all pupils with an example which demonstrates the commitment required to achieve the highest possible educational standards within our school.

In particular, the following duties are central to the job:

- Having suitable knowledge and understanding of teaching and learning processes
- Organising and implementing assessment within your classroom
- Monitoring and evaluating standards of pupils' learning and progress
- Managing your class effectively

The specific tasks referred to in this job description may be delegated as appropriate.

The salary is reviewed annually and determined according to the School Teachers' Pay and Conditions Document (DFEE). The duties are in accordance with this document. The main areas of responsibility are specified below.

Teaching and Learning

- Planning and preparing courses and lessons, setting and marking pupils' work
- Assessing, recording and reporting on the development, progress and attainment of pupils
- Preparing pupils for public examinations and reporting and interpreting results
- Participating in meetings arranged for all the above

Professional Development, Improvement and Review

- Reviewing teaching methods and programmes of work
- Participating in arrangements for training and continuing professional development
- Participating in staff meetings which relate to the curriculum

Management and Administration

- Co-ordinating and managing your work as a form tutor
- Contribute to the review, development and management of curriculum and assessment functions, including the School Improvement Plan and working towards our school aims
- Improving and monitoring the effectiveness of the school's Assessment policy
- Ensure all pupil data is held centrally and is used effectively
- Ensuring the effective and efficient internal transfer of pupil data for your teaching groups

Job Description

General Administration

- Providing other staff with relevant information about your tutor group, to help their planning and ensure staff have high expectations of pupils
- Ensuring the role of the form tutor is carried out, as stated within the Staff Handbook

Specific Duties and Responsibilities

- Monitoring the objectives and tasks identified within the School Improvement Plan
- Liaising with colleagues in other schools to ensure a smooth transfer of information
- Interpreting comparative data regarding pupil performance at Key Stages 1 and 2
- Take responsibility for your own professional development, keeping abreast of subject developments and reviews, locally and nationally
- Contribution to the whole-school ethos, with due regard to wider professional effectiveness