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| **School:** | **Chilwell Croft Academy** |
| **Job Title:** | **Class Teacher** |
| **Pay Range:** | **MPS** |
| **Responsible to:** | **Line Manager** |
| **Core Purpose:** | To support the Headteacher and Deputy Headteacher in the development of the school to achieve the outcomes legally required by government legislations and the School Improvement Plan adopted by the Trust Board. The focus of this post is to ensure that high standards of Teaching and Learning are maintained and pupils continue to achieve. |
| **Generic responsibilities for all staff:** | * To undertake the duties and responsibilities of a Classroom Teacher as required by the Headteacher and in line with teachers’ pay and conditions * Actively support the Headteacher/Deputy Headteacher, Trustees and staff in the promotion and achievement of the aims and objectives of the school * Set high personal and professional standards of practice as an example to others * Show commitment to and involvement in, the extra-curricular activities of the school * With the Headteacher/Deputy Headteacher take a whole school responsibility for the pastoral care of pupils and staff * Assist the Headteacher/Deputy Headteacher in maintaining and developing a positive and constructive partnerships with parents and the local community * Take corporate responsibility for the behaviour of all pupils * Actively contribute to the school’s organisation and overall strategy * Be well informed of all aspects of school life in order to promote good communication and high morale. * Encourage the practice of working as a team * To keep abreast of development and issues with regard to the education sector and curriculum of primary schools * Undertake any professional duties which may be delegated by the Headteacher. * Ensure that teaching practice and ethos within the classroom is underpinned by the Teachers’ Standards. |
| **Conditions of service:** | The postholder will be subject to the School Teachers’ Pay and Conditions Document and any local conditions agreed by the Trust Board |
| **General:** | This Job description outlines the broad areas of responsibility and accountability for the post. It will be reviewed on an annual basis and any modifications or amendments will only be made following discussion with the Headteacher. The potholder will also be subject to the statutory professional duties and responsibilities as set out in the School Teachers’ Pay and Conditions Document. |
| **Child Protection** | 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 school. |
| **Safeguarding:** | The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all post holders and successful applicants. |
| **Review and Amendment** | This job description is normally subject to an annual review. It may be amended at the request of the Headteacher or post holder but only after consultation with the post holder. |
| **Signature of Postholder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_** | |

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| **Post:** | Main Scale Primary School Teacher |
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| **Experience:** | |
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| 1 | Proven track record of exemplary classroom practices |
| 2 | Good knowledge of the National Curriculum. An ability to make the curriculum enjoyable and meaningful. |
| 3 | Ability to work and model high professional standards. |
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| **Skills & Abilities:** | |
| 6 | Confident in the use of ICT as a tool for Teaching and Learning |
| 7 | Ability to use authority appropriately to maintain discipline |
| 8 | Demonstrable skills in numeracy and literacy |
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| **Education & Qualifications:** | |
| 11 | Qualified Teacher status |
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| **Training & Professional Development:** | |
| 16 | Proven impact from recent, relevant in-service training in current educational practice |
| 17 | Up-to-date knowledge and understanding of the current national education agenda and the implications for teachers and schools. |
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| **Other:** | |
| 21 | Evidence of emotional resilience in working with children exhibiting challenging behaviour |
| 22 | Evidence of the promotion of positive behaviour |
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