

**Job Description for the post of Class Teacher, Main Scale**

**1. Job Purpose**

Work with colleagues to ensure the quality education of children in line with the aims of the school.

Support the Headteacher in creating, establishing and managing the aims and objectives of the school, in partnership with pupils, staff, governors and parents.

**2. Pay Scale**

MPR

**3. Duties and Responsibilities**

**3.1 General**

- The education and welfare of a designated class/group of pupils in accordance with the requirements of the School Teachers' Pay and Conditions Document and The Professional Standards for Teachers (attached).
- Work within the requirements of the National Curriculum, the Academy's aims, objectives and schemes of work and any policies of the Governing Body and our Sponsor, Academies Enterprise Trust.
- Actively engage with the Academy's drive to ensure that your teaching and the progress of your pupils is at least good.
- Ensure that your pupils attend regularly, are happy and enjoy school.
- Share in the corporate responsibility for the well-being and discipline of all pupils.
- Take an active role in the continual development of Anglesey Primary Academy.

**3.2 Performance Management**

- Engage with all aspects of the Academy's Performance management process as per the current policy.

**4. Line Management Chain**

Class Teacher -> Year Group Leader -> Phase Leader -> Headteacher

## 5. Review and Amendment

This job description may be amended at any time after discussion with you, but in any case will be reviewed annually by 31st October.

**This job description has been discussed and negotiated and I agree with the terms and conditions described.**

Signature of Head Teacher \_\_\_\_\_ Print Name \_\_\_\_\_

Signature of Post Holder \_\_\_\_\_ Print Name \_\_\_\_\_

Date \_\_\_\_\_

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

This position is subject to an enhanced check under the Disclosure and Barring Service.



**Anglesey Primary Academy**  
**Person Specification - Main Scale Teacher**

Essential	Measured by	Desirable	Measured by
<b>Qualifications and Experience</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Experience of working as part of a team</li> <li>• Experience working with other adults in the classroom</li> <li>• Experience in more than one Key Stage (EYFS,KS1,KS2)</li> <li>• Experience of continually improving teaching and learning in a class</li> </ul>	<p style="text-align: center;">A</p> <p style="text-align: center;">A</p> <p style="text-align: center;">A/I</p> <p style="text-align: center;">A</p> <p style="text-align: center;">A</p>	<ul style="list-style-type: none"> <li>• Further professional development</li> <li>• Experience of working with pupils who speak English as an additional language</li> <li>• Experience of involving the wider community</li> </ul>	<p style="text-align: center;">A</p> <p style="text-align: center;">A</p> <p style="text-align: center;">A</p>
<b>Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• Excellent classroom practitioner</li> <li>• Knowledge of planning and delivering the curriculum in more than one Key Stage</li> <li>• Effective and systematic behaviour management skills, with clear boundaries, praise, rewards and sanctions</li> <li>• Knowledge of assessing, monitoring, evaluating and recording pupil progress</li> <li>• Knowledge of the needs of EAL children</li> </ul>	<p style="text-align: center;">I</p> <p style="text-align: center;">A/I</p> <p style="text-align: center;">I</p> <p style="text-align: center;">A/I</p> <p style="text-align: center;">A/I</p>	<ul style="list-style-type: none"> <li>• Expertise or skills in a specific area</li> <li>• Knowledge of working with parents and families</li> <li>• Training and practice in Read Write Inc or Letters and Sounds</li> <li>• A creative approach to planning and delivering the curriculum</li> </ul>	<p style="text-align: center;">A/I</p> <p style="text-align: center;">A/I</p> <p style="text-align: center;">A</p> <p style="text-align: center;">A/I</p>
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Commitment to meeting the needs of all children</li> <li>• Enthusiasm</li> <li>• Ability to work as a team member</li> <li>• Good communication and organisational skills</li> <li>• Resilience and a desire to continually improve standards</li> <li>• Commitment to own professional &amp; personal development</li> </ul>	<p style="text-align: center;">A/I</p> <p style="text-align: center;">I</p> <p style="text-align: center;">A</p> <p style="text-align: center;">A/I</p> <p style="text-align: center;">I</p> <p style="text-align: center;">A/I</p>	<ul style="list-style-type: none"> <li>• Initiative</li> </ul>	<p style="text-align: center;">A/I</p>



## PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

## PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.