# The Alton Primary School



**JOB DESCRIPTION & PERSON SPECIFICATION**

**MAIN SCALE TEACHER**

**Post title:** Class Teacher

**Responsible to:** Headteacher

**OVERVIEW OF DUTIES**

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

**MAIN DUTIES AND RESPONSIBILITIES**

|  |
| --- |
| **Have Knowledge and Understanding of:** |
| 1. Relevant aspects of the National Curriculum and other statutory requirements. 2. Ensuring equality of opportunity. |
| **Planning and Setting Expectations:** |
| 1. Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. 2. Set appropriate and demanding expectations for pupils’ learning and motivation. Set clear targets for pupils' learning, building on prior attainment. 3. Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Provision Maps. |
| **Teaching and Managing Pupil Learning:** |
| 1. Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. 2. Use teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. 3. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships to safeguard the health and safety of the children. 4. Follow the SEN Code of Practice for supporting children with Special Educational Needs. |
| **Assessment & Evaluation:** |
| 1. Assess how well learning objectives have been achieved and use this assessment for future teaching. 2. Mark and monitor pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress. 3. When applicable, understand the demands expected of pupils in relation to the National Curriculum. 4. Use APPs effectively to assess children’s learning and set next step targets. 5. Plan for and deliver KS2 SATs effectively. |
| **Pupil Acheivement:** |
| 1. Secure progress towards pupil targets. |
| **Relations with parents and wider community:** |
| 1. Know how to prepare and present informative reports to parents. 2. Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples. 3. Understand the need to liaise with agencies responsible for pupils' welfare. 4. Maintain confidentiality. |
| **Managing own Performance and Development** |
| 1. Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. 2. Understand their professional responsibilities in relation to maintaining school policies and practices. 3. Set a good example to the pupils they teach in their presentation and their personal conduct. 4. Evaluate their own teaching critically and use this to improve their effectiveness. 5. Attend all required meetings. 6. Maintain professionalism at all times including punctuality and attendance. |
| **Managing and developing staff and other adults:** |
| 1. Establish effective working relationships with professional colleagues including, where applicable, associate staff. |
| **Managing Resources:** |
| 1. Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met. |
| **Curriculum Co-ordination:** |
| 1. Create a detailed action plans (yearly) as part of the School Improvement Plan. 2. Be responsible for any budget linked to areas of curriculum responsibility. 3. Monitor the standards of teaching and learning according to the Role of the Co-ordinator policy for areas of curriculum responsibility. Provide feedback to the Head teacher and Senior Leadership Team. 4. Develop and maintain policies in areas of curriculum responsibility. 5. Order and maintain resources in areas of curriculum responsibility. 6. Develop and implement the school's Schemes of Work in areas of curriculum responsibility. |

**PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desired** |
| **Education/Qualifications** |  |  |
| Educated to degree level. | ✓ |  |
| Qualified Teacher status either in the UK or if not in own country combined with a desire to achieve English QTS. | ✓ |  |
| **Experience** |  |  |
| Will have had experience of teaching in a multicultural inner city environment. | ✓ |  |
| Experience of leading a team. |  | ✓ |
| **Professional Knowledge and Understanding** |  |  |
| Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching. | ✓ |  |
| A sound knowledge and understanding of the National Curriculum. | ✓ |  |
| A good understanding of the National Strategies. | ✓ |  |
| An excellent understanding of curriculum and pedagogical issues relating to learning and teaching. | ✓ |  |
| Understanding of current good practice in learning and development. | ✓ |  |
| Understanding of the interrelated developmental, learning and cultural needs of young children and the implications for good practice in care and education. | ✓ |  |
| Good understanding of Statutory and Non Statutory testing across the primary phase. | ✓ |  |
| Experience of Year 6 SAT delivery. |  | ✓ |
| Understanding of and commitment to the school policies, in particular:   * Participation and implementation of the School Behaviour Policy * Awareness of Health and Safety implementation in the work place * Implementation of the school Equal Opportunities Policy | ✓ |  |
| Must understand the contribution of EMAG work in a primary school and what constitutes good practice and support for bilingual learners. | ✓ |  |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL, SEN and the most able. | ✓ |  |
| Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN. | ✓ |  |
| **Skills and abilities** |  |  |
| A good classroom practitioner willing and able to teach any class as deemed necessary. | ✓ |  |
| A teacher with good ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching. | ✓ |  |
| Able to observe and interpret children’s behaviour, identify learning needs and employ a range of teaching styles to ensure progress. | ✓ |  |
| Able to plan, organise and resource a stimulating learning environment for individual children and groups of children and deliver, evaluate and assess learning. | ✓ |  |
| Must be able to keep records of pupil progress in line with school policy. | ✓ |  |
| Must be able to use assessments of pupils learning to inform future planning. | ✓ |  |
| Ability to plan and work collaboratively with colleagues. | ✓ |  |
| **Personal Qualities** |  |  |
| Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children. | ✓ |  |
| A teacher with a flexible approach to work who enjoys being a good team member. | ✓ |  |
| Must have good communication skills both orally and in writing. | ✓ |  |
| Must be able to manage own work load effectively and respond swiftly to tight deadlines. | ✓ |  |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships. | ✓ |  |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit. | ✓ |  |
| Willingness to, and ability to, contribute to whole school INSET. | ✓ |  |
| Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others. | ✓ |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy. | ✓ |  |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post. | ✓ |  |

* **Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.**
* **Employees will be expected to comply with any reasonable request from the Head teacher to undertake work of a similar level not specified in this job description.**
* **This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.**
* This job description is current at the date shown, but in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.