

# JOB DESCRIPTION AND PERSONAL SPECIFICATION

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<b>SCHOOL:</b>	<b>Cuckmere House School</b>
<b>POST:</b>	<b>KS2 Teacher</b>
<b>SCALE ALLOWANCE:</b>	<b>MPS 1-6 + SEN</b>
<b>RESPONSIBLE TO:</b>	<b>Head of School, Assistant Head Teacher Primary</b>
<b>RESPONSIBLE FOR:</b>	<b>The development, teaching &amp; learning and assessment of the KS1/2 Curriculum</b>

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## **Job Purpose**

Subject to any overriding requirements and the professional duties specified in the Teachers Conditions of Employment, the post holder shall be responsible for leading and managing the development, monitoring and evaluation of the KS2 Curriculum in line with statutory requirements, LEA policy and Community and School requirements. The post holder will be expected to set exacting standards in all relevant areas to ensure effectiveness and whole school improvement. In order to fulfil the requirements of the Job Description it is vital that the post holder works as a team player and within a whole school and Federation strategic context.

The post holder will be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has pupils who achieve well. They will be required to carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head of School.

## **Areas of Responsibility and Key Tasks**

### **Planning, Teaching and Class Management**

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, clear targets, building on prior attainment
- Working effectively with other agencies and schools when necessary
- Identifying SEN and planning differentiated lessons accordingly; providing clear structures for lessons, maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures;
- encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using 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;

- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Monitoring, Assessment, Recording, Reporting**

- 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;
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents, contribute to ARs, write IPPs and progress reports.
- To feedback into a whole school assessment policy ensuring consistency, accuracy and a detailed approach is maintained across all phases of schooling.

### **Curriculum Development**

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Contribute to the whole school's planning activities.

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*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 a manager to undertake work of a similar level that is not specified in this job description.*

*This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document..*

*This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually*

**PERSON SPECIFICATION FOR KS2 TEACHER  
GRADE: M1-6/UPS + SEN**

**ESSENTIAL CRITERIA**

**Knowledge and Experience**

- Qualified teacher status.
- Recent experience of working with children with special educational needs and those displaying emotional and behavioural difficulties.
- An understanding of recent educational legislation and developments including the implementation of the National Curriculum and its impact on classroom management and teaching and learning styles.
- Experience of educational provision in mainstream schools.
- Experience which demonstrates commitment to Equal Opportunities.

**Skills and Abilities**

- The ability to promote the general progress and well being of pupils and to provide guidance and advice to parents, teachers and pupils on educational and social matters.
- The ability to organise and manage classes to create an effective learning environment, demonstrating a high level of personal and interpersonal skills.
- The ability to communicate effectively with a wide range of people, including parents and professionals.

**Personal Qualities**

Demonstrate the ability to:-

- Understand the importance for staff in prioritising and coping with stress generally in a BESD environment and to recognise and take responsibility for personal stress.
- Support colleagues generally and to contribute positively to all whole school strategies on stress management.
- Demonstrate the ability to work within a tight-knit small staff team, with high levels of flexibility and the ability to cope with change and influence others to modify their working practices.
- Demonstrate commitment to equal opportunities within the whole school plan.
- Demonstrate regular attendance and punctuality in previous employment.
- The ability to travel freely within the County, as required.

**Desirable Criteria**

- Experience of working with special educational needs within the past three years
- Has, in recent years, undertaken relevant in-service training
- Has recent experience of working in mainstream primary schools
- Has experience of provision for pupils with emotional and behavioural difficulties and excluded pupils
- Has taught in a variety of schools and/or SEN support services
- Has experience of support work and 'links' with mainstream schools.
- Has a professional qualification in the field of special educational needs.
- Has experience of exclusion procedures.