**Person Specification**

**Class Teacher:**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Educational Achievements, Qualifications and Training | * Qualified Teacher Status * Certificate of Education *or* * Degree & PGCE | * Evidence of further study   *Further diplomas,*  *Degrees etc*  *Attendance at*  *courses* |
| Teaching Experience |  | * experience in KS1 |
| Job related knowledge, aptitude and skills | * A clear understanding of the Early Years’ Foundation Stage Outcomes * Understanding of processes to raise standards and promote progress, including target setting. * Demonstrate excellent results and outcomes. * Excellent ability to plan effectively to achieve progression in pupils learning. * Excellent ability to assess, evaluate and record pupil performance with reference to the requirements of the National Curriculum. * Ability to employ a range of teaching strategies appropriate to differing needs and abilities. * Ability to employ a range of classroom management skills so that teaching objectives are met and best use is made of teaching time. * Excellent ability to manage pupils and maintain discipline. * Ability to demonstrate excellent classroom practice. | * Experience of promoting positive relationships between staff, parents, governors and the community. |
| Equal Opportunities | * An understanding of and commitment to equality of educational opportunity in the curriculum, in pastoral care and in the ‘hidden curriculum’. | * Experience of special needs work. * Experience of working in a multi-cultural school. |
| Personal Qualities | * Personal vision of excellence in primary education. * Personal ’presence’ and confidence. Warmth and sensitivity, flexibility and maturity of approach, enthusiasm and a sense of humour. * A commitment to the ethos of the school as a partnership of pupils, staff, governors, parents and the community. * Good communication skills. * Willingness to take part in the broader life of the school. * A commitment to teamwork and the ability to promote the qualities of effective teamwork. * Tact, diplomacy and a sense of humour. | * A commitment to out of school activities, e.g. residential visits and after school clubs. * A range of outside interests. |

### Job description: full-time teacher

**Salary: main/upper pay scale**

**Responsible to: Year Group Leader, Phase Leader, Vice/Assistant Principal and Principal**

# **General duties**

The education and welfare of a designated class of pupils, in accordance with the requirement of Conditions of Employment of School Teachers, having due regard to the requirements of the:

* National Standards for Qualified Teachers
* National Curriculum
* Early Years Foundation Stage expectations
* School’s aims, objectives, key priorities, core values and schemes of work
* Policies of the Governing Body.

To share in the corporate responsibility for the well being and discipline of all pupils.

# **Main Activities and Specific Responsibilities**

* To organise, manage and develop a resource based teaching/ learning environment that provides opportunities for independent learning and the development of autonomy for all pupils in the group.
* To foster the growth of the whole child, spiritually, intellectually, socially, emotionally and physically.
* To set high standards of achievement and demonstrate excellent results and outcomes.
* To ensure that accurate, regular assessment (in accordance with school policy) is carried out and that assessments inform future planning.
* To be aware of the individual needs of the pupils and to match activities and situations to meet these needs.
* To work as a member of the staff team in ensuring the delivery of whole-school policies and keep abreast of current developments and good practice in Primary Education.
* To take a full part in performance management
* To support the ethos of the school and to contribute to the general well being of all the members of the community: pupils, parents, colleagues, governors and all others involved.
* As a leader in our community, to set appropriate standards of dress, language and behaviour.
* To respond to such reasonable requests as are made by the Principal of the school.

### Characteristics of a class teacher at West Drayton Academy

### Professional Knowledge

* secure knowledge of the National Curriculum
* challenges pupils' thinking, learning attitudes, understanding and independence
* plans effectively according to school’s policy
* uses appropriate methods and strategies
* manages pupils' behaviour effectively – according to school policy and procedure
* uses assessment according to the school’s policy and procedure to inform teaching
* how to uphold public trust in the profession and maintaining high standards of ethics and behaviour including the need to safeguard pupils’ well-being in accordance with statutory provisions.

### Professional Ability

### 

* Promote a love and learning and children’s intellectual curiosity;
* Sound understanding of children and how they learn with an ability to employ distinctive teaching approaches to engage and support children with differing needs (SEN, high ability, EAL, disabilities);
* Sound understanding of literacy, articulacy, Standard English, phonics, Mathematics, Science and Computing;
* Reflects and researches own practice to support professional and personal development;
* Communicate effectively with parents;
* Is a learner and, therefore, keeps up to date.

### Inter-Personal Skills:

* Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils;
* Is flexible and adaptable;
* Has good time management;
* Is a good listener;
* Has the ability to empathise;
* Can work well in a team;
* Can deploy support staff effectively;
* Is well organised and can organise others;
* Is creative, enthusiastic, dynamic, sensitive and motivates ;
* Has the ability to take risks in order to challenge pupils;
* Develop and maintain good professional relationships with colleagues, parents and external agents;
* Maintain confidentiality.

**We expect the following quality of teaching from our teachers:**

They should:

* Be able to play a positive role in the decision making process in the school e.g. Discussion of aims, philosophy, policy statements, schemes of work;
* Have a secure knowledge and understanding of the subjects they teach;
* Set high expectations so as to challenge pupils and deepen their knowledge and understanding;
* Be masters of core teaching skills maximising creativity and learning;
* Plan effectively to meet the needs of all pupils;
* Employ methods and organisational strategies which match curricular objectives and the needs of all pupils;
* Use time and resources effectively;
* Foster excellent relationships with pupils;
* Expect 100% compliance from children in the classroom, establishing the foundations for enthusiastic and motivated behaviours for learning;
* Assess pupils' work thoroughly and constructively and use assessments to inform teaching.

# **Curriculum management responsibilities**

To have Curriculum responsibility, in accordance with the National Standards for Subject Leaders and whole school policies

### Shared leadership of a curriculum team

* To continue to develop, monitor and evaluate the school’s policy
* To continue to develop, monitor and evaluate schemes of work.
* To ensure that the school’s policies are implemented.
* To develop assessment and record keeping policies as relevant
* To advise and encourage on all aspects of curriculum areas
* To take responsibility for INSET as required.
* To manage the relevant budget appropriately.
* To ensure that the school has adequate and appropriate resources and materials for relevant subject areas
* To order resources as needed, within the constraints of the budget.
* To attend courses and keep informed of current developments and to disseminate information to staff.
* To keep governors and parents informed of curriculum policies and of their development.
* To ensure continuity and progression within the school.
* To participate in monitoring and evaluation of standards, including:
* Evaluation of teachers’ planning to encourage appropriateness, breadth and balance
* Evaluation of pupils’ work in books and in displays
* Analysis of attainment data, wherever relevant
* To liaise with outside agencies where appropriate.

This job description may be amended at any time after discussion with you.