



Tree Tops Primary Academy

Job Description – Classroom Teacher

The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in the school. However the following points should be noted:

1. The post holder is required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Documents 2010
2. The Details set out below describe the main duties and responsibilities to the post; however a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying them out.

Prime Objective of the Post
To teach and develop a class of pupils in the respective Key Stage, recognising their educational needs and achieving the highest possible standards for each child within every area of the Curriculum.
Supervisory/ Managerial Responsibilities
Will be responsible for the safe supervision of the class both in the classroom and around the school. Will be responsible for other pupils in school when required e.g., play times etc. Will be responsible for the supervision of Non-Teaching and Support staff and students.
Supervision and Guidance
Responsible to the Senior Leadership Team and the Principal.
Range of Decision Making
Responsible for the day-to-day decision making for the class and the other pupils in the school. Has the opportunity to influence school policy-making and other decisions within the general structure of the school processes and to refer particular problems to the Senior Leadership Staff. Refers major First Aid and Health and Safety problem to the named First Aider or the Principal (see school's Health and Safety Policy)
Responsibility for assets materials etc.
Responsible for organising the classroom and maintaining its assets and material correctly, procuring new stock when necessary within the allocated budget. Responsible for the correct usage, and security of other equipment within the school. Responsible for training non-teaching staff and students on the proper care and use of resources.
Principle Responsibilities
<p>To be directly responsible for the standards the pupils achieve and to ensure that they demonstrate competence equal to their abilities across the Curriculum.</p> <p>To be directly responsible for the quality of the pupils learning to include:</p> <ul style="list-style-type: none">• The progress they make in knowledge, understanding and skills• The skills they need to be effective learners• The attitudes which are promoted including motivation, co-operation and willingness to work collaboratively <p>To be directly responsible for the quality of your teaching ensuring that:</p> <ul style="list-style-type: none">• The work is thoroughly planned• Lessons have clear objectives• Appropriate teaching strategies are employed• Work is matched to pupil's attainment and abilities• The classroom is well organised and resources are used effectively, including support staff• The work is regularly marked and assessed• High expectation is evident in the pupil's work and behaviour

- Children are well motivated and challenged
- Regular assessments are made to inform future planning, including AFL strategies
- Behaviour and discipline is well maintained
- All classroom records maintained, including assessment data to track pupil progress and uniform reports to SLT, and parents as required

Additional Responsibilities

1. To be responsible for the learning environment of area in school other than the classroom in respect of displays, safety issues etc.
2. To meet the needs of different groups of children represented in school, such as EAL, SEN, G&T and vulnerable children.
3. To be responsible for safeguarding, pastoral care, discipline and guidance for the pupils in school.
4. To help organise and participate in educational visits for pupils to enrich the curriculum.
5. To liaise with staff from other schools, outside agencies when required.
6. To participate in the school's performance management arrangements as outlined in the policy.
7. To attend staff meetings and INSET days.
8. To provide annual written reports for parents and consult with them at the termly parents /teacher meetings.
9. To contribute to sending out regular information to parents regarding classroom practice and or duties, e.g. newsletter, home school agreement, letters etc.
10. To participate in the school's process of self-evaluation and continuous improvement.
11. To undertake further training and professional development opportunities to keep up to date with best practice.
12. To contribute to assemblies and such events.
13. To carry out such additional duties as may be reasonable required by the Headteacher from time to time.

Signed : Date:
Employee

Signed : Date:
Principal



Tree Tops Primary Academy

Person Specification – Classroom Teacher

Attributes	Essential	Desirable	How Identified
Qualifications	Recognised teaching qualification.	Training in ICT.	Interview
Experience	Evidence of delivering 'good' lessons. ICT literate. Experience of effective planning and teaching. Experience of developing an area of the curriculum Experience of using an interactive whiteboard.	Teaching experience in different key stages, Through a thematic cross curricular approach Experience of tracking pupil progress to accelerate their rate of progress. Experience of Talk for Writing programme	Interview, App. Form References, Lesson Obs.
Special Knowledge	Fully conversant with good Primary practice. Working knowledge of the National Curriculum for the relevant Key Stage for all subjects. Knowledge of Assessment and tracking procedures and how they can be used to adapt planning and delivery of the curriculum Ability to lead on a curriculum priority area. Working knowledge of the faith communities of the children attending the Academy. Safeguarding and child protection procedures.	Able to teach ICT cross curricular. An interest in music, PE or creative arts	Interview App. Form References Lesson Obs.
Disposition Adjustment Attitude	Conscientious, reliable, flexible, good inter-personal skills with both adults and children. Self-motivated, understand the importance of self-evaluation and professional accountability. Willingness to participate fully in school life. Good team player. Calm and able to deal with competing demands on time managing stress levels Able to form good relationships with parents from minority ethnic communities	Able to support and inspire others - adults and children	Interview App. Form References
Practical & Intellectual Skills	Good organisational and behaviour management skills. Ability to match teaching strategies to different learning styles to engage all pupils Good written and oral communication skills.	Able to analyse pupil progress data and use it to plan intervention strategies to close gaps in pupil progress	Interview App. Form References Lesson Obs.
Circumstances & Training	Satisfactory enhanced CRB check Be willing to undertake some out of school hours working eg. After school clubs. Commitment to taking part in continual professional development.	Evidence of recent attendance on appropriate courses.	Interview App. Form References
Physical/ Sensory	To be physically and mentally able to meet the demands of teaching children and mentally equipped to withstand the pressures of the post.		Interview App. Form References