



## JOB DESCRIPTION

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**POST: Class Teacher**

**JOB REFERENCE: MRD/558**

**GRADE: MPS-UPS**

**SERVICE AREA: Moreland Primary School and Children's Centre**

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This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document and the Teaching Standards.

Members of staff should at all time work within the framework laid down in all school's policy statements to fulfil the general aims and objectives of the School Improvement Plan.

The postholder will agree major objectives with the executive head teacher. These objectives will include:

1. Achieving the highest possible standards of education for pupils in the allocated class;
2. Keeping children safe at all times following the safeguarding policy;
3. Following all policies, procedures and the staff hand book so that the school runs smoothly every day;
4. Establishing and exercising a clear subject leadership role in relation to an area of responsibility to be agreed within the school (not NQT's).

### **PURPOSE OF THE JOB**

To ensure the highest possible standards of education for the pupils for whom the teacher has class/group responsibility - socially, emotionally, physically, intellectually and academically. To follow the Safeguarding policy and all school policies and procedures thereby keeping children safe at all times.

### **STATUS OF THE POST**

This is a teaching post within the school's revised structure. The post holder is accountable to the executive head teacher and is line-managed by the head of school.

### **LIAISON AND CO-OPERATION**

The teacher will work in liaison, contact and co-operation with other members of staff, parents, governors and the local community, the local authority and advisory services, organisations and networks relevant to the teacher's specialism or subject.

### **POLICY AND LEGAL FRAMEWORK**

The teacher will contribute to the smooth running of the school by following all policies and procedures including the staff hand book and deliver the most recent national legislation, Education Acts, Keeping Children Safe in Education legislation, prevent requirements, SEN Code of Practice, Teaching Standards and the School Teachers' Pay and Conditions document.

## **TASKS AND DUTIES**

### **1. Planning**

To plan and prepare lessons appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.

### **2. Setting and supervising work**

To teach a class, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere, having regard for the requirements of the national curriculum.

### **3. Feedback, marking and recording**

To give children feedback in class as they work where possible. To mark/observe and assess their work each day, recording their development, progress and attainment, planning teaching for the following day. To set targets for all children, review regularly and work cooperatively with the assessment coordinator to ensure accuracy in assessment as you endeavor to ensure your children make good progress and attainment at the end of each term.

### **4. Discipline and Relationships**

To maintain good order, discipline and respect for others amongst all pupils within the school; to promote understanding of the school's rules and values, including the Moreland Way; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

### **5. Communication with parents**

To build and maintain co-operative relationships with parents, and to communicate with them regarding pupils' learning and progress, drawing attention to individual skills and talents as well as to problems or difficulties.

### **6. Displays and environment**

To maintain an attractive and stimulating learning environment, celebrating children's work alongside learning prompts, and to contribute to displays in the school as a whole, in accordance with the school's display policy.

### **7. Overall policy and review**

To actively follow all policies and take part in whole-school reviews of policies and policies as required.

### **8. Reports**

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the national curriculum.

### **9. Review**

To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate. To take on board advice given from observations, and act accordingly to address targets given.

### **10. Professional**

To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings; to participate in national or local arrangements for appraisal of staff performance.

### **11. Corporate life**

To take part in the corporate life of the school by, e.g. attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions where relevant.

### **12. Cover**

To supervise, and so far as is practical, to teach any pupils whose teacher is absent.

### **13. Equality policies**

To help ensure that subject-matter and learning resources reflect borough and school policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed in 1 - 12 - above.

## **PROFESSIONAL RESPONSIBILITIES**

The postholder will be required to exercise his/her professional skills and judgment to carry out, in a collaborative manner, the professional duties set out below:

### ***Making an impact on the educational progress of pupils beyond those directly assigned***

- Ensuring that pupils experience and have full access to the National Curriculum / Early Years Foundation Stage Curriculum that is tailored to the particular needs of individual pupils and groups.
- Interpret and analyse data, including pupil records and assessment data as appropriate to help with identification of need.
- To identify, in conjunction with SLT colleagues, the classes and/ or pupils to be targeted, monitor progress and take appropriate action.
- To work with individual teachers, pupils or with identified groups as required above in a supportive manner.
- Contribute to relevant sections of the SEF and SIP.
- If not an NQT, to create an action plan for agreed area of responsibility which identifies objectives, outcomes, targeted steps to be taken, and monitor/evaluate as appropriate.
- Liaise with external support agencies.
- Liaise with the other curriculum leaders to ensure curriculum continuity and progression.
- Leading, developing and enhancing the teaching practice of others.
- Monitoring the quality of teaching and learning in agreed curriculum area and sharing judgements with teachers and support staff as appropriate (books, lessons, plans, displays).
- Model good practice in classrooms and sessions.
- Identify professional development needed within the subjects of responsibility.
- To lead in-service training in agreed curriculum area.
- To keep up to date with new initiatives and approaches to teaching in agreed area of the curriculum.

### ***Budget and Resource Accountability***

The post holder will be accountable for:

- The agreed curriculum area budget (for which the postholder is expected to identify budget requirements and ensure best value from money spent);
- To select and undertake responsibility for selecting the range of resources required to support teaching and learning in the agreed area and to supervise the storage and maintenance of resources to a high standard.

### ***Other School Improvement Plan Responsibilities if not NQT***

- Implementing the SIP and the yearly whole school focus areas identified within that.

### **PERSONAL RESPONSIBILITIES**

1. To use information technology systems as required following the school's policy for safe use of IT and pupil's use of IT;
2. To carry out the duties of the post in the most efficient and effective manner and to undertake training as appropriate;
3. To undertake other duties appropriate to the post that may be reasonably required from time to time;

### **PERFORMANCE STANDARDS**

1. To ensure that teaching is conducted to the standards set out in the teaching and learning policy and all relevant policies following all school procedures;
2. To ensure that all services within the areas of responsibility are provided in accordance with Moreland's commitment to high quality service provision to the children;
3. To take on board the school's ethos: 'continually seeking to improve' which is relevant to children and to the staff team;
4. At all times to carry out the responsibilities of the post with due regards to all of Moreland's key policies including Safeguarding.

### **Post holder declaration**

<b>Name:</b>	
<b>Signed:</b>	
<b>Date:</b>	



## PERSON SPECIFICATION

The person specification is a picture of skills, knowledge and experience required to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post. You should demonstrate on your application form how you meet the following essential criteria.

<b>Position:</b> <b>School</b> <b>Grade:</b>	Class teacher Moreland Primary School MPS-UPS
<b>QUALIFICATIONS</b>	<b>E1.</b> Qualified Teacher Status and evidence of appropriate subsequent in-service training and professional development. <b>E2.</b> Successful experience of teaching in the EYFS, KS1 and/or KS2
<b>SAFEGUARDING</b>	<b>E3.</b> Display commitment to the protection and safeguarding of children and the ability to prioritise this. <b>E4.</b> Up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with and the protection of children
<b>EXPERIENCE</b>	<b>E5.</b> Recent teaching experience in the EYFS, Key stage 1 and/or 2, in at least one multi-cultural, inner-city school. <b>E6.</b> Demonstrate a passion for teaching, excellent knowledge of the EYFS/ National Curriculum and an understanding of enquiry based learning, how children learn and how they experience the world. <b>E7.</b> Evidence of effective use of assessment strategies to move learning on, experience of tracking progress and attainment and of analysis of data to improve outcomes for pupils. <b>E8.</b> Proven experience of achieving high standards of Early Years/ Primary classroom practice and of leading an area of the curriculum. <b>E9.</b> Effective positive behaviour management strategies and high expectations of behaviour for learning.
<b>PERSONAL QUALITIES</b>	<b>E10.</b> A sense of integrity and commitment to meeting the needs of and having high aspirations for children in a diverse inner-city school. <b>E11.</b> A commitment to deliver services with the framework of the school's equal opportunities policy. <b>E12.</b> To contribute to the supportive ethos as an effective, efficient team player demonstrating good interpersonal skills. <b>E13.</b> Ability to form and maintain appropriate relationships and personal boundaries with children and young people. <b>E14.</b> Evidence of the personal and intellectual qualities required to be a role model to others (including children) and a commitment to promoting and demonstrating a "Growth Mindset". <b>E15.</b> Respect for the views of parents, carers and children, and a commitment to the involvement of these groups in the learning process. <b>E16.</b> To effectively and efficiently communicate orally and in writing with colleagues, governors, outside agencies and parents/carers.