



Brit - Magyar Primary Class Teacher

Job Title:	Primary Class Teacher
Job Purposes:	Teachers at Brit - Magyar are expected to make the education and welfare of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interest of their students. They should conduct themselves in an appropriate professional manner at all times to foster the guiding statement, aims and strategic plans of BM.
Reports to:	Middle Leaders, Deputy Director, School Directors
Recruitment Criteria:	<ul style="list-style-type: none">● Qualified Teacher status● Certificate of Education, First degree or equivalent● Native English speaker● Experience of working with second language students preferred● Experience of teaching within the Grade level or subject area● Good ICT skills to be effective in the job role● Warmth, sense of humour, flexibility and enthusiasm● Team player● Willingness to be involved in extracurricular events and engage in all aspects of school life● High expectations of self and of children● Excellent communication skills● Empathy with students, colleagues, parents and visitors● Ability to promote equal opportunities with respect to race, gender and disability
Key Expectations:	<p>All staff are expected to:</p> <ul style="list-style-type: none">● Be aware of and committed to the Mission, Vision, Values and all associated school policies● Take an active role in the development and implementation of school policies and in the whole life of the School● Ensure that there are equal opportunities for all● Follow school procedures as outlined in the staff handbook● Demonstrate consistently high standards of personal and professional conduct.

Key Responsibilities

Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set targets that extend and challenge all students of all backgrounds, abilities and cultures
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students
- Promote a love of learning and children's intellectual curiosity

Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes
- Plan teaching to build on students' capabilities and prior knowledge
- Encourage students to reflect on the progress they have made and identify the next steps in their learning
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work and studies

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s), and curriculum areas
- Foster and maintain students' interest in the subject and address misunderstandings and misconceptions
- Demonstrate a critical understanding of developments in the subject and apply this to curriculum delivery
- Demonstrate an understanding of and take responsibility for promoting high standards of oral and written literacy, across all subject areas, whatever the teacher's specialist subject
- Model the correct use of standard English

Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Set differentiated homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) and Grade levels
- Promote a love of learning and encourage students' intellectual curiosity

Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all students, including those with special educational needs; those who are gifted and talented; those with English as an additional language; those with disabilities; and be able to use and evaluate effective and appropriate distinctive teaching approaches to engage and support them as per school policy

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and/or BM assessment requirements
- Analyse formative and summative assessment to track and secure students' progress and set appropriate targets on a regular basis
- Use and record relevant data to monitor progress, set grade group, ability group and individual targets and plan subsequent lessons
- Give students regular feedback orally and through accurate and diagnostic marking in line with BMs marking policy and encourage students to respond to the feedback
- Integrate Assessment for Learning strategies into all lessons

Manage behaviour effectively to ensure a positive and safe learning environment

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting polite and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school, e.g. lesson cover, meetings, professional development, assemblies, duties, After School Program, Student Leadership program, student/parent teacher's evenings and/or similar related activities
- Promote environmental awareness within the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate promptly and effectively with parents with regards to students' achievements, behaviour and well-being, in-line with BM communication procedures
- Use electronic communication systems to support teaching and learning and enhance communication with the wider school community