

## Job Description

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**Job Title:** Class Teacher

**Location:** Welton CofE Academy, Northamptonshire.

Welton CofE Academy is a vibrant, primary school located in Welton, near Daventry who are looking to appoint an excellent class teacher with a passion for ensuring the best for the children they teach.

At Welton CofE Academy we are a happy and skilled close-knit team of teachers and support staff who work together to achieve the best outcomes for our well behaved and enthusiastic pupils. Staff here are all encouraged to be ambitious, develop their careers and we aim to provide personalised, professional development to suit the needs of the individual.

- Role Summary:**
- To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Headteacher.
  - To 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.
  - To be able to develop the Christian distinctiveness of the school through teaching, assemblies and every day school life.

**Background:** The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/

Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.

**Reporting To:**

The Headteacher

**Salary:**

MPS Dependent on experience

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**Job Purposes:**

- Be responsible for the learning and achievement of all pupils in the mixed year group classes ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012).
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

**Key Duties and Responsibilities**

**Teaching**

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be accountable for the attainment, progress and outcomes of pupils you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn.
- Have a clear understanding of the needs of all pupils, including those with special educational needs, gifted and talented, EAL, disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).

- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments.

### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships, exercise appropriate authority and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties as directed.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

### Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues as required.

### Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

### Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organizational tasks as required.

### Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

### Other

- To have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher.

### Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purposes of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.



## Person Specification.

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### Qualifications and Professional Development

#### Essential

- Qualified teacher status
- Evidence of sustained participation in INSET/CPD

#### Desirable

- Degree level qualification
- Higher Degree
- Participation in work with other schools/agencies

### Experience

#### Essential

- Experience of teaching in a primary school
- Demonstrable evidence of high standards of class teaching
- Experience of co-ordinating and developing staff
- Experience of managing teaching resources and a curriculum budget
- Practical understanding of effective teaching and evaluation strategies

#### Desirable

- Experience of curriculum leadership to promote pupils' enjoyment and engagement in learning
- Experience of teaching Year 2
- Experience of teaching in a Church school

### Knowledge, Skills and Competencies

#### Essential

- OFSTED awareness
- Awareness of current developments in Education and the implications of these
- Understanding of Health and Safety issues
- Understanding of effective assessment and target setting procedures
- Understanding of inclusion and personalised learning

#### Desirable

- Recent experience of an OFSTED Inspection and its follow up
- An understanding of good inclusive education and the SEN Code of Practice
- Experience of primary school assessments
- Recent knowledge and experience of a SIAMs Inspection

### Education Philosophy and Values

#### Essential

- Competent in the use of ICT
- Team working skills

- Effective and adaptable communication and interpersonal skills
- Ability to promote and develop a vision for high quality education, promoting inclusion, spiritual, moral and cultural development
- A desire to allow each child the opportunity to fulfil their potential, both academically and on a personal level
- Commitment to equality of opportunity and raising achievement for all
- A willingness to provide extra-curricular activities in line with the school's commitment to an extended and enriched curriculum

### Desirable

- A commitment to develop curriculum flexibility to suit the needs of our pupils
- Experience of implementing strategies to promote social inclusion, personal and social development
- Experience of working with EAL, SEN or pupils with identified barriers to learning
- Experience of working with children from a variety of backgrounds and/or vulnerable groups of pupils