

Job Title:	Class teacher for Key stage 1 or Early Years Foundation Stage
Grade:	MPR
Line manager/s:	The headteacher, members of the senior leadership team (SLT) and the governing body
Supervisory responsibility:	The postholder will be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Start date: September 2019

Job Description

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es 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

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach and have expertise in this area
- 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 and disabilities; higher achieving pupils; 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)
- Demonstrate a clear understanding of appropriate teaching strategies either for Key stage 1 or Early Years Foundation Stage. This must include 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 within the remit of the *School Teachers' Pay and Conditions Document*

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 with pupils, 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 and within the remit of the current *School Teachers' Pay and Conditions Document*
- 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 within the remit of the current *School Teachers' Pay and Conditions document*

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 organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

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
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

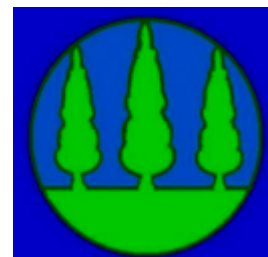
- To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Closing date for applications: Thursday 2nd May 2019

Interviews to be held: Friday 17th May 2019

Poplars Farm Primary School

Person Specification for post of class teacher



<i>E – Essential</i>	<i>D - Desirable</i>	<u>How it will be assessed?</u>	
<u>APPLICATION</u> <ul style="list-style-type: none"> Well-structured supporting letter Fully supported in reference 		E	Supporting letter
		E	Application form
		E	References
		E	Interview
<u>Qualifications and Experience</u> <p>1.1 Qualified to degree level including Qualified Teacher Status</p> <p>1.2 To have teaching experience and understanding of transition from YR to Y1 with children under five</p>		E	Application form
		E	References
		E	Interview
<u>Professional Knowledge and Experience</u> <p>2.1 Know and understand National Curriculum Programmes of Study</p> <p>2.2 Understand pupil expectations at Early Years Foundation Stage and/or Key Stage 1</p> <p>2.3 Ability to create a purposeful learning environment</p> <p>2.4 Have previous experience of teaching Foundation Stage and/or KS1 pupils</p>		E	Application form
		E	References
		E	Interview
<u>Professional skills</u> <p>3.1 To demonstrate the skills of a good teacher, including the ability to:</p> <ul style="list-style-type: none"> Use first hand experiences to interest and encourage and engage pupils Have very good behaviour management skills Provide appropriate levels of challenge so that all pupils make good progress Use assessment information effectively to plan next steps for children. <p>3.3 The ability to respond to challenges with optimism</p> <p>3.4 To be committed to continual personal and professional development. To be reflective and learn from past experiences</p> <p>3.5 To be committed to equality, diversity and the inclusion of all</p> <p>3.6 To be able to communicate clearly both orally and in writing</p>		E	Application form
		E	References
		E	Interview
		E	
		E	

<u>Personal Characteristics</u>		Application form References Interview
4.1 Have an excellent attendance record and be reliable with a high degree of integrity	E	
4.2 Approachable with excellent interpersonal skills when dealing with others on all levels	E	
4.3 Well-organised, enthusiastic, energetic and flexible	E	
4.4 Resilient and demonstrates the ability to work under pressure. Manages time effectively	E	
4.5 Values and respects the views of children	E	
4.6 Self-motivated and able to take initiative and responsibility	E	
4.7 A willingness to learn with and from colleagues	E	
4.8 Proactive in maintaining own professional development and can seek help from others when needed	E	
4.9 A commitment to take part in all aspects of the life of the School, including meetings, training, special events and other activities as required	E	
4.10 Adheres to the School's code of conduct	E	