



**Gillespie Primary School**

**JOB DESCRIPTION**

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**SCHOOL: GILLESPIE PRIMARY SCHOOL**

**POSITION: CLASS TEACHER WITH TLR 2A**

**GRADE: MPS Spine Point 1 - 6**

**HOURS: 32.5 Hours FULL TIME**

**RESPONSIBLE TO: HEADTEACHER**

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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.

Members of staff should at all times work within the framework provided by the School's Policy statements to fulfil the general aims and objectives of the School Development Plan.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

**PURPOSE OF THE POST**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the head teacher.

**MAIN DUTIES AND AREAS OF RESPONSIBILITY**

**Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge pupils and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Identifying SEN or very able pupils;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- Using a variety of teaching methods to:
  - i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. Use effective questioning, listen carefully to pupils, give

- iii. Attention to errors and misconceptions
- iv. Select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- Encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents.

### **Curriculum Development**

- Contribute to the whole school's planning activities

### **Leadership Responsibilities**

- Have lead responsibility for PE and develop plans which identify clear targets and success criteria for its development.
- Monitor and evaluate the quality of teaching and learning, using a variety of methods including tracking, target setting, data analysis, observing lessons, monitoring plans and bookwork, speaking to children about their learning.
- Quality assure the effectiveness of the curriculum including effectiveness of delivery and impact on standards.
- Keep up to date with curriculum developments and innovation locally, nationally and internally. Evaluate, propose and implement improvements as appropriate to the school, and share, support and monitor best practise.
- Liaise with all the stakeholders around the lead subject curriculum. Ensure relevant stakeholders are well informed about the subject area policies, plans and priorities, the success in meeting objectives and targets and the progress against action plans.
- Establish staff and resource needs and make appropriate recommendations to the head teacher for expenditure.
- Maintain existing resources, ensuring all members of staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Lead and manage PE enrichment activities for pupils including their participation in competitions and events.

## **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Consider the spiritual, moral, social and cultural needs of the children;
- Contribute positively and effectively to the Every Child Matters agenda;
- Take responsibility for safeguarding and promoting the welfare of children.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors.

## **POLICY AND LEGAL FRAMEWORK**

The teacher will work within the framework of:

- National legislation, including School Teachers Pay & Conditions;
- School policies and guidelines on the curriculum and school organisation;
- LA policies and guidelines, in particular those relating to curricular aims and principles, and to race and gender equality

## **EQUAL OPPORTUNITIES**

- Help ensure that subject matter and learning resources reflect Borough and school policies on race and gender equality and that the implication of these policies are borne in mind in relation to all tasks and duties.



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**PERSON SPECIFICATION**

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**CRITERIA**

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**REQUIREMENTS**

**ESSENTIAL CRITERIA**

***Education and Experience***

E.1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.

***Skills, Knowledge and Abilities***

E.2. Proven successful teaching experience preferably across both Key Stages 1 and 2 and in at least one inner city multi-cultural school.

E.3. Proven experience of high standards of primary classroom practice and of teaching area of responsibility.

***Personal Qualities***

E.4. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.

E.5. Respect for the views of parents, and a commitment to the importance of the involvement of parents in the learning process.

***Commitment to Excellence***

E.6. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.

***Leading and Managing Change***

E.7. Evidence of a clear view about the future development of area of responsibility in schools and an ability to manage change.

E.8. Evidence of the skills and abilities required to advise teachers in their planning for area of responsibility teaching.

***Educational and Curriculum Matters***

E.9. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.

E.10. Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.

E.11. A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities

E.12. Evidence of good general knowledge of the requirements of the National Curriculum.

	E.13	Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.
<b><i>Performance Review</i></b>	E.14	Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review
<b><i>Record Keeping</i></b>	E.15	Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.
<b><i>Behaviour and Ethos</i></b>	E.16	Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well ordered and self disciplined behaviour throughout the school.
<b><i>Needs of Young Children</i></b>	E.17	Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.
<b><i>Interpersonal Skills</i></b>	E.18	Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Authority and relevant agencies as required.
<b><i>Communications</i></b>	E.19	Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.
<b><i>Health and Safety</i></b>	E.20	An understanding of the responsibility of the classteacher with regard to the health and safety of pupils in their care.
<b><i>Equal Opportunities</i></b>	E.21	Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.
<b><i>Safeguarding</i></b>	E.22	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.