



Job Description : Class Teacher (Primary)

Details of Post

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|-----------------------------------|--|
| School name & address: | Kinlet CE Primary School School Lane, Kinlet, Nr. Bewdley, DY12 3BG |
| Job title: | Foundation/KS1 Teacher (Mixed) |
| Post number: | P13897 |
| Salary scale: | MPS/UPS with relevant experience |
| Reporting to: | Executive Headteacher |
| Class name/KS: | Acorn |

Notes:

This **job description** sets out the duties and responsibilities of the role of **Class Teacher**.

It should be read in conjunction with the Training and Development Agency for Schools' (TDA) **Professional Standards for Teachers** and is aligned to the current **School Teachers' Pay and Conditions Document (STPCD)**.

The **person specification** sets out the qualifications, skills and attributes required to be demonstrated by applicants. An applicant's ability to meet the **Essential** and/or **Desirable** criteria of the person specification should be clearly referenced, giving appropriate supporting evidence and/or examples, in the school's application form.

Our expectation at Kinlet CE Primary School is that teachers place the highest priority on the education of the pupils in their care and are accountable for those pupils who do not achieve their expected aims and outcomes.

Our teaching staff act with honesty and integrity; have strong subject knowledge, keep their professional knowledge and skills up-to-date and demonstrate reflective practice.

Teachers forge positive professional relationships with parents, carers and colleagues, both within and outside of school, in the best interests of our children.

All appointments are subject to an enhanced **Disclosure and Barring Service (DBS)** check and offers of employment will be subject to receipt of the relevant **pre-employment checks**.

These include the **statutory requirements** set out in **Keeping Children Safe in Education (KCSiE)**.

The school is committed to **safeguarding and promoting the welfare** of its pupils and expects all staff and volunteers to share this commitment.

Outline Job Purpose

- to carry out the duties of a class teacher in accordance with the **TDA Teachers Standards** and the **School Teacher's Pay and Conditions Document**, and other relevant statutory requirements and provisions
- to provide an outstanding model of classroom practice and ensure continuous improvement in teaching and learning
- to promote the effective education of all pupils and have responsibility for an assigned class
- to be responsible for the day-to-day health, safety and welfare of all pupils, both on school site and during off-site activities
- to work within the framework of national legislation, school and Local Authority policies, procedures and guidelines
- to demonstrate high standards of personal integrity, confidentiality, discretion and professionalism

Statutory Responsibilities

The main statutory teaching duties are outlined in the following:

- School Teachers' Pay and Conditions Document (STPCD)
- TDA Teachers Standards (TS)
- Keeping Children Safe in Education (KCSiE)
- Early years foundation stage (EYFS) statutory framework

Teaching & Learning

- Promote and safeguard the health, safety and well-being of all pupils across the school
- Plan, develop and deliver high quality lessons that cater for the needs of the whole ability range within the class, with professional regard to the context of the school plans, national curriculum and schemes of work
- Ensure the classroom environment is engaging and inspiring with a focus on working walls and celebration of children's work
- Establish a safe and stimulating working environment for pupils, rooted in mutual respect
- Take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Maintain good order and discipline among pupils through managing classes effectively, using approaches which are appropriate to pupils' needs
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise, sanction and reward fairly and consistently
- Direct and supervise support staff assigned to them and where appropriate, other teachers
- Have a clear understanding of the needs of all pupils including those with special educational needs (EHCPs), those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinct teaching approaches to engage and support them
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- Contribute to the monitoring of the quality of teaching and learning by tracking pupils'/ students' achievements including the analysis of performance data in line with school policy
- Follow the school's Christian code of behaviour to promote and secure outstanding teaching, effective learning and high standards of achievement, good behaviour and discipline
- Ensure clear, accurate and informative reporting to parents and carers, whether oral or written, on pupil/student progress

- Liaise with and between pupils, families/carers, staff and outside agencies, as appropriate to support pupil learning and personal wellbeing.

Monitoring, Assessment, Recording, Reporting

- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give pupils regular feedback both verbally and through accurate marking and encourage pupils to respond to the feedback
- To monitor pupil progress, keeping pupil records that include assessment outcomes with targets set at regular intervals, in line with school policy, to enable all pupils to achieve their full potential

Curricular Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for all relevant areas of the Curriculum
- To understand and plan the EYFS/KS1 curriculum effectively
- Demonstrate a critical understanding of developments in subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding and take responsibility for promoting high standards of literacy, numeracy and the correct use of standard English
- Have a secure knowledge of the relevant subjects and curriculum areas. Foster and maintain pupils' interest in the subject with the ability to identify and address misunderstandings and misconceptions

Professional Standards and Development

- Develop and maintain effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and outside agencies
- Communicate effectively with parents and carers with regard to pupils' achievements and well-being and provide feedback on a pupil's progress at parents' evenings and other meetings
- Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning
- Assist in the development of the school's curriculum in line with the school's Improvement Plan
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision

Continuing Professional Development – Personal

- Take responsibility for personal professional development, keeping up to date with developments and changes in the school curriculum, which may lead to improvements in teaching and learning
- Follow school procedures and direction for self-evaluation and engage in processes to improve underperformance, taking responsibility for outcomes
- Undertake any necessary professional development as identified in the school Improvement Plan taking full advantage of any relevant training and development available
- Implement the use of new technologies that enhance teaching and learning opportunities including podcasts, webinars and interactive whiteboard use

- Carry out reflective practice exercises to move classroom practice, teaching and learning forward

Safeguarding

- Adhere to statutory and school-specific safeguarding policies and procedures
- Take responsibility for keeping up to date on statutory safeguarding initiatives and best practice guidance
- Ensure appropriate Child Protection Plans are completed, reviewed and monitored in accordance with school policy
- Report concerns, to include e-safety alerts, in line with the agreed school procedure

Other Duties

- Any other duties* that the Headteacher feels is commensurate with the post.
- Teachers are expected to undertake break duties, on a rota basis, as part of a small school team
- Teachers will either be a leader of a curriculum subject or shadow/work alongside a subject leader. The monitoring and development of that subject will be delegated to the subject leader.
- Teachers must attend staff meetings and briefings in line with school policy and practice.
- Teachers are expected to organise and lead trips for the year groups that they teach.
- Teachers are expected to lead Key Stage assemblies in line with school policy and practice.
- Make a positive contribution to the wider life and ethos of the school
- To follow and actively promote the school's ethos and policies
- Comply with the Health and Safety policy and undertake risk assessments as appropriate
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Follow school policy and procedure in relation to data protection legislation including the General Data Protection Regulations (GDPR)

**Whilst every effort is made to explain the main duties and responsibilities of the post, it may not be possible to identify each individual task required to be undertaken as part of the job role*

Review and Signatures

This job description and person specification are subject to review by the Headteacher in negotiation with the post holder, at any time. An annual review of this job description the duties and responsibilities set out therein, will take place as part of agreed performance management arrangements.

| Name | Job title | Signature | Date |
|------|-------------|-----------|------|
| | Headteacher | | |
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Person Specification: Class Teacher (Primary)

| Criteria: How assessed (HA) : A: Application I: Interview O: Other | E | D | HA |
|---|--|---|--|
| Qualifications | | | |
| <ul style="list-style-type: none"> Qualified Teacher Status (QTS) First degree or equivalent Higher Degree or further qualification Evidence of further professional development | <p>✓</p> <p>✓</p> | <p></p> <p>✓</p> <p>✓</p> | <p>A/I/O</p> <p>A/I/O</p> <p>A/I</p> <p>A/I</p> |
| Experience | | | |
| <ul style="list-style-type: none"> Successful teaching within KS1, KS2 or both Successful management of an area of the curriculum Experience of managing the performance of others | <p>✓</p> | <p></p> <p>✓</p> <p>✓</p> | <p>A/I/O</p> <p>A/I</p> <p>A/I</p> |
| Professional Knowledge and Understanding | | | |
| <ul style="list-style-type: none"> A thorough understanding of what constitutes effective teaching and learning A thorough knowledge and understanding of effective monitoring, evaluation and assessment A thorough knowledge and understanding of effective practice in teaching all aspects in EYFS, KS1 Understand when and how to seek advice and support A thorough knowledge and understanding of effective inclusive practices Understanding the Christian foundation of the school whilst living out the values of the school A thorough and demonstrable understanding of statutory safeguarding responsibilities and a working knowledge of Part 1 of KCSiE | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> | <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I/O</p> |
| Skills | | | |
| <ul style="list-style-type: none"> Well-developed interpersonal skills Able to communicate effectively, orally and in writing, to a range of audiences Able to plan, organise and prioritise in working to deadlines Able to manage effective communication systems with parents and carers | <p>✓</p> <p>✓</p> <p>✓</p> | <p></p> <p></p> <p></p> <p>✓</p> | <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> |
| Abilities and Attributes | | | |
| <ul style="list-style-type: none"> Able to use professional judgement to focus on the needs of the children in all aspects of curriculum teaching Able to lead, support and challenge others, co-ordinating their work Able to think creatively and imaginatively to anticipate and solve problems and identify opportunities Able to inspire the confidence of others. Able to develop and maintain good relationships with staff, parents, pupils, governors and the wider community Committed to continuous professional development (CPD) Able to reflect on own practice and identify areas for improvement | <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> | <p></p> <p>✓</p> <p></p> <p></p> <p></p> <p></p> | <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> |