



SAWLEY JUNIOR SCHOOL



Wilmot Street, Sawley, Long Eaton, Nottingham NG10 3DQ

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Headteacher: Mrs A Burton Deputy Headteacher: Mrs L Taylor

JOB DESCRIPTION

GRADE: Main Scale

RESPONSIBLE TO: The Headteacher and Governing Body

MAIN PURPOSE

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document. You are required to carry out these professional duties in accordance with the school's policies under the direction of the Senior Leadership Team.

TEACHING

- Create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning;
- Plan and teach lessons and sequences of lessons to the pupils you are assigned to teaching within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress. and outcomes;
- teach according to the educational needs of the pupils assigned to you, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- assess, monitor, record and report on the development, progress and attainment of pupils;
- demonstrate high standards and good classroom practice in the following areas:
 - classroom organisation
 - standards of achievement
 - pupil motivation and discipline
 - presentation of work
 - care and maintenance of all resources
 - display and general learning environment;
- liaise with colleagues as appropriate in areas of curriculum planning;
- Use the allocated PPA time to plan effective lessons which have clear learning aims objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively;
- have high expectations of the pupils' behaviour, academic and social abilities;
- set aspirational targets that are measurable and which build upon prior knowledge or attainment;
- Plan opportunities to develop the social, moral, spiritual and cultural aspects of pupils' learning

having regard for British Values;

- Maintain good order and discipline, by modelling behaviour and following the school's behaviour policies and procedures that encourages a sense of responsibility and consideration for others.

ASSESSMENT AND REPORTING

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in your charge;
- be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents;
- make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning;
- write informative annual reports to parents/carers;
- discuss pupils' progress and welfare with parents/carers – both formally, e.g. at parent's evenings and also informally at other times;
- contribute towards the implementation of IEPs, particularly the planning and recording of appropriate targets, actions and outcomes;
- provide or contribute to oral and written reports and references relating to individual pupils and groups of pupils.

CURRICULUM LEAD (where applicable)

- to be responsible for the agreed curriculum area throughout the school;
- to promote this area of the curriculum;
- to be responsible for resources and materials for that area;
- to review the area's policy and schemes of work in consultation with colleagues;
- to monitor and evaluate the implementation of the policy;
- to maintain a curriculum file;
- to support and inform staff regarding resources, activities and ideas, to develop the area throughout the school;
- to organise and lead INSET;
- to lead staff meetings;
- to be aware of new initiatives in your subject/area and to develop links with support and other outside agencies;
- take account of all pupils' individual needs, including those of the Gifted and Talented;
- to monitor and evaluate teacher assessments/test results where appropriate and general pupils' progress;
- be aware of, and to work with our Computing Team to inform all teachers of developments and resources in relation to the subject/area, and to facilitate differentiation and challenge in the classroom.

OTHER ACTIVITIES

- Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness;
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you;
- Promote the welfare of children and support the school in safeguarding children through relevant policies and procedures;
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity;
- Recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the school's Health and Safety policy and any other procedures / rules that apply to this role;
- make records of and reports on the personal and social needs of pupils;
- liaise with parents or guardians of pupils;
- communicate and co-operate with persons or bodies outside the school where necessary;
- participate in meetings arranged for any of the purposes described above;
- take a full part in school assemblies as required.

APPRAISAL

- participate in the agreed arrangements for the management of your performance and that of other teachers.

REVIEW – FURTHER TRAINING AND DEVELOPMENT

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning;
- undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available;
- implement and develop pedagogic procedures introduced through school, local or government Initiatives.

ADMINISTRATION

- Maintain a register of the attendance of pupils.

Job Title: Main Scale Teacher		A = Application Form D = Desirable E = essential I = Interview	O = Observation P = Proof required, bring to interview R = Reference
		Essential / Desirable	Sources of Evidence
Qualifications	Education to degree level or equivalent – <i>degree should be relevant and class/division indicated on the application form.</i>	E	A, P
	DfE recognised QTS.	E	A, P
Application	A well-constructed high standard of application demonstrating a high command of grammar, spelling and punctuation.	E	A, I
Experience	Evidence of recent class teaching which is good and within Key Stage 2.	E	A, R
	Recent experience of subject leadership in a primary school. (excl. ECTs).	D	A, R
	Experience in raising standards in English.	E	A, R
	A commitment to achieving the best possible outcomes for pupils with SEND.	D	A, R
Knowledge & Understanding	Knowledge and application of professional standards for teachers.	E	I
	Knowledge of curricular matters and the requirements of recent legislation.	E	I
	Current methodology and classroom management including planning.	E	A, O, R
	Knowledge and understanding of assessment, recording and reporting requirements.	E	A, I, O, R
	Demonstration of a range of teaching styles and approaches.	E	A, O, R
	Understanding of the needs of all pupils including SEN/D and gifted and talented.	E	A, I, O, R
	Commitment to safeguarding requirements including health and welfare of all pupils.	E	I, R

Skills	<p>You will:</p> <ul style="list-style-type: none"> • be an outstanding classroom practitioner or a practitioner who is at least good with potential to be outstanding; • have the ability to motivate and engage all pupils in the fulfilment of high expectations; 	E E	A, I, O, R I, O, R
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	<ul style="list-style-type: none"> • practice inclusive teaching; • be effective in behaviour management strategies including learning behaviours which allow pupils to adapt the way they learn in different situations; • be confident in the use of new technologies to enhance teaching and learning; • have the ability to communicate effectively and develop good personal relationships within the team; • work as positive and proactive team member. 	E E D E E	I, O, R I, O, R I, O, R I, O, R I, O, R
Personal Skills/Attributes	<ul style="list-style-type: none"> • professional conduct, attitude and confidentiality; • good organisation; • the ability to work flexibly and sensitively; • the ability to work calmly under pressure and to deadlines; • confidence and enthusiasm - we are always optimistic at Sawley! • a sense of humour. 		