



## JOB DESCRIPTION

**DIRECTORATE:**

Education

**NAME OF SCHOOL:**

Cyril Jackson Primary School

**POST TITLE:**

Class Teacher

**GRADE:**

Main pay scale/ Upper pay scale

**RESPONSIBLE TO:** Phase Leader / Senior Leadership Team

**STAFF SUPERVISED:** n/a

**RESPONSIBLE FOR:** n/a

**JOB PURPOSE**

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
- To demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language.
- To be committed to and actively promote the school's equal opportunities policy.
- To uphold the school's principles and policies which underpin good practice and ensure the safety and wellbeing of all.

**MAIN EXPECTATIONS OF THE ROLE**

- To plan work for the class in accordance with national, LA and school curriculum policies and in co-operation with subject and phase leaders, to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- To make appropriate educational provision for children with SEND and those learning EAL, with support from the SENDCo and the Inclusion Team.
- To provide children with opportunities to manage their own learning and become independent learners.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
- To work with colleagues to undertake medium and short term planning and the implementation of

agreed schemes of work or to deliver the curriculum in line with guidance.

- To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
- To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in everyday classroom organisation and practice.
- To liaise with support staff both school based, from the LA and from other external bodies as required.
- To take responsibility for the management of other adults in the classroom.
- To engage fully with all opportunities for continuous professional development through self-directed reading, courses and in-service training.
- To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

## **PERFORMANCE MANAGEMENT**

- Performance management will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance management cycle and against the Teaching Standards.
- In addition, the following standards will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3.

### **Knowledge and Understanding**

- Demonstrate a thorough and up-to-date knowledge of the curriculum and effective teaching and learning strategies.

### **Teaching and Assessment**

- Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.
- Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level, the majority of your lessons are at least 'good' in Ofsted terms.
- Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.

*At UPS3 level:*

- Make a distinctive contribution to raising pupil standards (Ref STRB)

### **Pupil progress**

- Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPS2 level "*better*") than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.)

### **Wider Professional Effectiveness**

- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.
- Make an active contribution to the policies and aspirations of the school.

- *At UPS2 level:* seek to share your expertise with colleagues
- *At UPS3 level:*
  - take advantage of appropriate opportunities for professional development;
  - use professional development effectively to improve the learning of pupils;
  - contribute effectively to the work of the wider team;
  - play a critical role in the life of the school (ref STRB)

### Professional Characteristics

Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:

- inspiring trust and confidence;
- building team commitment;
- engaging and motivating pupils;
- analytical thinking;
- taking positive action to improve the quality of pupils' learning;
- *At UPS3 level:* provide a role model for teaching and learning (ref STRB).

### Safeguarding Children

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

<https://www.ust.london/policies/child-protection-safeguarding>

### ORGANISATIONAL DETAILS

The post holder will be line managed and performance managed by: Phase Leader/Senior Leadership Team

The above job description was agreed on ..... (Date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

\_\_\_\_\_ Signed by (Post holder)

\_\_\_\_\_ Signed by (Headteacher)

## Class Teacher Person Specification

Evidence may be required to validate statements provided

### Qualifications

| Quality                                                                            | Essential | Desirable |
|------------------------------------------------------------------------------------|-----------|-----------|
| <ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>         | ✓         |           |
| <ul style="list-style-type: none"> <li>Qualification from further study</li> </ul> |           | ✓         |

### Experience

| Quality                                                                                                                      | Essential | Desirable |
|------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <ul style="list-style-type: none"> <li>Primary school experience</li> </ul>                                                  | ✓         |           |
| <ul style="list-style-type: none"> <li>Experience of working in relevant phase: Early Years, Key Stage 1 or 2</li> </ul>     | ✓         |           |
| <ul style="list-style-type: none"> <li>Evidence of professional development</li> </ul>                                       | ✓         |           |
| <ul style="list-style-type: none"> <li>Experience of working successfully and cooperatively as a member of a team</li> </ul> |           | ✓         |

### Skills, Knowledge and Understanding

| Quality                                                                                                                                                                                                                                                                                                              | Essential | Desirable |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <ul style="list-style-type: none"> <li>Up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalize learning to provide opportunities for all learners to achieve their potential</li> </ul> | ✓         |           |
| <ul style="list-style-type: none"> <li>Ability to create a happy, stimulating and effective learning environment</li> </ul>                                                                                                                                                                                          | ✓         |           |
| <ul style="list-style-type: none"> <li>Ability to promote the school's aims and ethos</li> </ul>                                                                                                                                                                                                                     | ✓         |           |
| <ul style="list-style-type: none"> <li>Develop good personal relationships within a team</li> </ul>                                                                                                                                                                                                                  | ✓         |           |
| <ul style="list-style-type: none"> <li>Establish and develop positive relationships with parents, governors and the community</li> </ul>                                                                                                                                                                             | ✓         |           |
| <ul style="list-style-type: none"> <li>Communicate effectively (both orally and in writing) to a variety of audiences</li> </ul>                                                                                                                                                                                     | ✓         |           |
| <ul style="list-style-type: none"> <li>Understand and comply with current safeguarding children procedures</li> </ul>                                                                                                                                                                                                | ✓         |           |
| <ul style="list-style-type: none"> <li>Understand what is meant by safeguarding and the different ways in which children can be harmed</li> </ul>                                                                                                                                                                    | ✓         |           |
| <ul style="list-style-type: none"> <li>Experience of teaching in schools within a wide range of ethnic, social and religious communities</li> </ul>                                                                                                                                                                  | ✓         |           |
| <ul style="list-style-type: none"> <li>An outstanding practitioner with high expectations of pupils' achievement and behaviour</li> </ul>                                                                                                                                                                            |           | ✓         |
| <ul style="list-style-type: none"> <li>Proven ability to inspire, lead and motivate</li> </ul>                                                                                                                                                                                                                       |           | ✓         |
| <ul style="list-style-type: none"> <li>Successful experience of teaching across the primary age range</li> </ul>                                                                                                                                                                                                     |           | ✓         |
| <ul style="list-style-type: none"> <li>Able to lead the school in developing an area of the curriculum</li> </ul>                                                                                                                                                                                                    |           | ✓         |

|                                                                                                                                          |  |   |
|------------------------------------------------------------------------------------------------------------------------------------------|--|---|
| • Ability to be proactive and initiate action                                                                                            |  | ✓ |
| • Experiences of interrogating pupil progress data                                                                                       |  | ✓ |
| • Understanding of statutory and other pedagogical frameworks relating to teaching and assessment, such as Assessment for Learning (AfL) |  | ✓ |

### Professional Qualities:

| Quality                                                                                                                                                     | Essential | Desirable |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| • Committed to the school's aims and objectives and equal opportunities policy                                                                              | ✓         |           |
| • Committed to high standards of achievement, positive behaviour management and social development.                                                         | ✓         |           |
| • Committed to the provision of a broad, balanced and differentiated curriculum which meets the needs of children and promotes their individual development | ✓         |           |
| • Willing to attend appropriate training as part of professional development and to fulfil responsibilities                                                 | ✓         |           |
| • Flexible in approach and willing to learn and develop new skills, and lead by example                                                                     | ✓         |           |
| • Willing to work in partnership with the Headteacher, SLT staff and governors                                                                              | ✓         |           |