## Advert, JD & PS

## JOB DESCRIPTION

| JOB TITLE                         |  | Class Teacher   |  |  |  |
|-----------------------------------|--|---|--|--|--|
| EMPLOYER                          |  | University of Brighton Academies Trust  |  |  |  |
| LOCATION (Academy)                |  | Silverdale Primary Academy  |  |  |  |
| RESPONSIBLE TO                    |  | Principal   |  |  |  |
| RESPONSIBLE FOR                   |  | Teacher Main Pay Scale  |  |  |  |
| MAIN PURPOSE OF THE JOB           |  | To carry out the professional duties of a teacher as circumstances m<br>require and in accordance with the school's policies under the<br>direction of the Principal. |  |  |  |
| MAIN TASKS / KEY RESPONSIBILITIES |  |   |  |  |  |
| 1                                 | Planning, Teaching and Class Management  |   |  |  |  |
|                                   | <ol> <li>Develop and Implement Lesson Plans: Create engaging and age-appropriate lesson plans in line with<br/>the framework and school curriculum.</li> <li>Deliver Effective Instruction: Provide high-quality teaching that meets the diverse needs of all children,<br/>using a variety of teaching methods and resources.</li> <li>Manage Classroom Behaviour: Establish and maintain a positive and supportive learning<br/>environment, implementing consistent behaviour management strategies.</li> <li>Differentiate Instruction: Adapt teaching methods and materials to cater to the individual learning styles<br/>and needs of each child.</li> <li>Promote Inclusion: Ensure all activities and lessons are accessible and inclusive, promoting equal<br/>opportunities for all children.</li> <li>Use ICT: Incorporate technology effectively into teaching to enhance learning experiences and prepare<br/>children for a digital world.</li> </ol> |   |  |  |  |
| 2                                 | Monitoring, Assessment, Recording, Reporting   |   |  |  |  |
|                                   | <ol> <li>Assess Children's Progress: Regularly observe and assess children's learning and development, using<br/>both formal and informal assessment methods.</li> <li>Maintain Records: Keep accurate and up-to-date records of children's achievements, progress, and any<br/>concerns, ensuring confidentiality and data protection.</li> <li>Analyse Data: Analyse assessment data to identify trends, strengths, and areas for improvement in<br/>teaching and learning.</li> </ol>   |   |  |  |  |

teaching and learning. 4. Report to Parents/Carers: Provide regular and clear feedback to parents/carers on their child's progress, including written reports and parent-teacher meetings.

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|  | 5. Collaborate with Colleagues: Work closely with other staff members and external professionals to share information and collaborate on strategies to support children's learning and development.   |  |  |  |
|--|---|--|--|--|
| 3  | Curriculum Development  |  |  |  |
| Thes   | <ol> <li>Review and Adapt Curriculum: Stay up-to-date with changes to framework and school curriculum, and<br/>adapt teaching practices and resources accordingly.</li> <li>Develop Learning Materials: Create and modify learning materials and resources to support the delivery<br/>of the curriculum and meet the diverse needs of children.</li> <li>Participate in Professional Development: Engage in ongoing professional development and training<br/>opportunities to enhance knowledge and skills in early years education.</li> <li>Promote Best Practice: Share knowledge and expertise with colleagues to promote best practice in<br/>early years education and contribute to continuous improvement within the setting.</li> <li>Engage with Parents/Carers: Involve parents/carers in their child's learning journey and provide them<br/>with information and resources to support learning at home.</li> <li>Dob Description is correct at the time of print and gives the main responsibilities and tasks of the role.</li> </ol> |  |  |  |
| of th  | e may also be the need for staff to undertake additional duties from time to time, appropriate to the level<br>e post. Should these additional tasks become a frequent part of the role, the job description will be revised<br>ugh consultation with the post holder.  |  |  |  |
| Addi   | tional Information  |  |  |  |
| This post is subject to an Enhanced Criminal Record Check  |   |  |  |  |
| <ul> <li>This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.</li> </ul> |   |  |  |  |
| Ur   | iversity of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children   |  |  |  |

and young people, and expects all staff and volunteers to share this commitment.

## PERSON SPECIFICATION

| Post Title: Class Teacher                                 |               |                                 |
|---|---------------|---------------------------------|
|   | Essential (E) | To be identified by application |
| Requirements  | or            | form (AF) or interview (I)      |
|   | Desirable (D) |                                 |
| Qualifications:   | _             | 45                              |
| Newly Qualified Teacher Status                            | E             | AF                              |
| Experience:   | -             | A E /I                          |
| Teaching experience in a KS1 class at primary school      | E             | AF/I                            |
| Use of varied teaching styles to promote active learning  | E             | AF/I                            |
|   |               |                                 |
| <b>A</b> 1 111  |               |                                 |
| Skills:<br>Communication                                  | -             | т                               |
| Listening   | E             | I                               |
| Organisational  | E             | AF/I                            |
| Problem solving   | E             | I                               |
| Monitoring and evaluation                                 | E             | AF/I                            |
| Knowledge:  |               |                                 |
| ICT   | E             | AF/I                            |
| Understanding of school data                              | E             | AF/I                            |
| Behavioural strategies                                    | E             | AF/I                            |
| Ability to:   |               |                                 |
| Work as a team  | E             | AF/I                            |
| Prioritise and work to deadlines                          | E             | AF/I                            |
| Self-motivate   | E             | I                               |
| Have high expectations                                    | E             | AF/I                            |
| Lead and motivate staff                                   | E             | AF/I                            |
| Have a good understanding of assessment for learning      | E             | I                               |
| Evidence of successfully implementing strategies for      |               |                                 |
| raising standards   | E             | I                               |
| Ability to communicate effectively                        |               |                                 |
| To have a:  | E             | AF/I                            |
| Calm and supportive approach to children, staff and       | _             | -                               |
| parents   | E             | I                               |
| Commitment to the ethos of the school                     | E             | I                               |
| Willingness to participate in and contribute to the whole | E             | I                               |
| life of the school  |               |                                 |
| Personal Qualities:                                       |               |                                 |
| Enthusiastic, energetic and eager to progress             | E             | I                               |
| Self-reflective   | E             | I                               |
| Flexible and adaptable                                    | E             | I                               |
| Integrity, loyalty, sensitivity                           | E             | I                               |
| Sense of humour   | E             | I                               |

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