

Headley Park Primary School
Class Teacher and Core Subject Leader
Job Description

Job title	Class Teacher and Core Subject Leader
Location	Headley Park Primary School
Salary	Main Pay Scale plus TLR at discretion of the Headteacher
Responsible to	Headteacher
Contract type	Full time, permanent

Role summary

This job description should be read alongside the range of duties set out in the current School Teachers' Pay and Conditions Document.

This document summarises the range of responsibilities of the Post Holder and provides a framework for professional development. The specific nature of the responsibilities to be undertaken by the successful candidate will be modified over time to meet the needs of the school.

This post will be class based.

Main purpose:

At Headley Park Primary School, our mission is to ensure that every pupil leaves our school with the ability and desire to learn more, unlock their potential and make their mark in the world. Everything we do at HPPS is led by four key drivers: excellence, equity, community, character.

The Subject Leader will work in partnership with the Headteacher, Deputy and Assistant Headteachers and Phase Leaders in providing professional leadership for the school; ensuring high quality education for all pupils; and implementing strategies that enable improvement to be made and standards to be raised in their subject area.

Duties

Main activities

Excellence, community, character and equity - class teacher roles and responsibilities

- Actively promote the school aims
- Work within any whole school guidelines established through school policies and schemes of work
- Work alongside colleagues in the development of new policies and schemes of work
- Teach, according to their educational needs, pupils assigned to him/her in the allocated class
- Provide an example of excellence as a leading classroom practitioner within their subject, inspiring and motivating other staff
- Control and oversee the use and storage of books and other teaching materials provided for class usage
- Supervise the work of classroom assistant(s) relevant to the allocated class
- Maintain discipline in accordance with the rules and disciplinary systems of the school

- Participate in staff development activities made available by the school to enhance professional development
- Contribute to meetings, discussions and management systems necessary to coordinate the work of the school as a whole
- Be responsible for children under your supervision at any time, ensuring their best education and care
- Monitor and report to parents on the progress of pupils in the allocated class
- Assess pupils' achievements and progress in accordance with arrangements agreed within the school
- Monitor pupils' performance and set appropriate and challenging targets for them
- Participate fully in year group and school planning
- Mark class attendance registers.
- Develop effective relationships with both teaching and non-teaching staff
- Develop effective home school liaison

Excellence - subject leader roles and responsibilities

- Demonstrate excellent classroom teaching in order to establish credibility, act as a role model and leader to teaching and support staff, and foster the high expectations to which the school aspires
- Lead, develop and sustain high expectations and excellent practice in teaching and learning in the subject area across all phases of the school
- Monitor the quality of teaching and learning and share outcomes, successes and areas for improvement with teachers and support staff as appropriate
- Undertake quality assurance and monitoring activities including but not limited to learning walks, book studies, lesson observations, environment checks, data analysis and pupil conferencing
- Closely monitor the progress and attainment of children in the subject area, ensuring high expectations by all teachers
- Contribute to pupil progress meetings with teachers and learning support assistants where appropriate to analyse progress of individuals and groups, making impactful adjustments to teaching and provision as a result
- Use data and children's work to monitor progress and implement changes where necessary
- Support teachers and TAs to use assessment information to meaningfully impact planning, teaching and learning
- Submit statutory assessment data in a complete, timely and accurate manner, where required

Community - subject leader roles and responsibilities

- Work alongside the curriculum and assessment leaders, attending meetings where necessary and making a positive contribution
- Show a high level of confidentiality and professionalism at all times
- Promote positive attitudes to change and school improvement
- Share responsibility for the analysis of key school performance data in the subject area, to ensure priorities are appropriate and improvement in standards is promoted
- Demonstrate proactive and positive leadership of the subject
- Actively encourage and support all staff, providing advice, praise and assistance when needed
- Foster and develop good relationships with all pupils, staff and parents/carers
- Foster and develop an atmosphere of teamwork, shared responsibility, trust and care in line with our school vision and values
- Communicate effectively with parents and carers, running subject meetings for parents when required
- Work closely with colleagues across the Cathedral Schools Trust, representing the school when required

Character - subject leader roles and responsibilities

- Lead challenging yet supportive conversations with staff when necessary

- Support the headteacher and other members of the leadership team in establishing a learning environment that promotes high standards of behaviour, behaviour for learning and independence

Equity - subject leader roles and responsibilities

- Contribute to the development and implementation of a broad and rich subject curriculum which meets the needs of the range of pupils in the school
- Promote equal opportunities and anti-discrimination within the school and to seek to ensure the implementation of the school's equal opportunities policy
- Act in a way that shows respect for other adults as valuable contributors to the effectiveness of the whole school. This implies conduct that demonstrates a commitment to participation in a shared school venture and a respect for boundaries and confidentiality
- Set a good example in terms of dress, punctuality and attendance

Other Duties and Responsibilities

- Take on specific tasks related to the day to day administration and organisation of the subject within the school
- Take on any additional responsibilities agreed with the headteacher
- Challenge the headteacher, in a professional manner, if he/she acts in a manner which may be deemed inappropriate or ineffective

This list of duties is not exhaustive. The post holder will be expected to adopt a flexible attitude to the duties which may have to be varied subject to the needs of the school and in keeping with the general profile of the post and commensurate with the grade.

General accountabilities

- So far as is reasonably practicable, the post holder must promote safe working practices by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and service users. These are defined in the corporate health, safety and welfare policy and codes of practice
- Work in compliance with the codes of conduct, regulations and policies of the Cathedral Schools Trust and its commitment to equal opportunities
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.

Safeguarding

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. The post holder must:

- Understand statutory safeguarding responsibilities for school staff, following school policies and procedures
- Be aware of Health and Safety regulations and statutory responsibilities for employees
- Be responsible for promoting and safeguarding the welfare of children and young people within the school

All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

The duties outlined in this job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This document does not form part of your contract of employment with the school.

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Person Specification

Short listing will be based on the criteria listed below. Applicants should therefore show in their application how their skills and experience match those criteria.

Method of assessment: A (application form); I (interview); C (certificates).

Skills and Abilities	Essential / Desirable (E / D)	Method of assessment
<ul style="list-style-type: none"> ● Be flexible with high levels of motivation and a 'can do' attitude ● Ability to develop positive relationships, and communicate with children ● Develop good personal relationships within a team, including adaptability and flexibility ● Ability to communicate with teachers and parents professionally with a clear focus on the best interests of the children ● Patience, kindness and a genuine interest in children ● Ability to take the initiative and make decisions in the best interests of the school community ● Understanding of how to adapt lessons and take the initiative to ensure that the needs of a class are met through personalised support ● Empathy and respect for children, parents, staff and their needs ● A commitment to the principles and procedures of safeguarding ● Loyal and trustworthy with a commitment to building professional relationships ● Self-motivated and able to manage challenging situations ● Approachable, committed and resourceful ● Ability to remain calm, make considered decisions and seek advice when necessary 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</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</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
Knowledge/Qualifications:	Essential / Desirable (E / D)	Method of assessment
<ul style="list-style-type: none"> ● Qualified teacher status ● Commitment to high educational, professional and personal standards ● Evidence of continuing and recent professional development relevant to the post ● Commitment to the schools' ethos and values ● Create a stimulating and safe learning environment ● Establish and maintain a purposeful working atmosphere though deploying a wide range of effective behaviour management strategies ● Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject taught, other relevant initiatives and the school's own policies 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>C</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>

<ul style="list-style-type: none"> • Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers • Interpret and analyse data to effectively assess and record the progress of pupils' learning to inform next steps and monitor progress • Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote diversity and equality in the classroom • Encourage children to develop self-esteem and respect for others • Communicate with a range of audiences (verbal, written, using IT as appropriate) • NPQML or equivalent leadership qualification 	E	A / I
	E	A / I
	E	A / I
	E	A / I
	E	A / I
	D	A
Experience:	Essential / Desirable (E / D)	Method of assessment
<ul style="list-style-type: none"> • Teaching experience within the age range and/or subject(s) • Leadership experience – whole school subject leadership (core or foundation subject) with demonstrable impact 	E/D D	A / I A / I
Other Requirements:	Essential / Desirable (E / D)	Method of assessment
<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children, young people and adults • Excellent record of attendance and punctuality • Enhanced DBS check 		A / I A / I / R R / C

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Cathedral Schools Trust recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. We welcome applications of all backgrounds but particularly welcome those from BAME backgrounds as we recognise that our staff team does not currently reflect the diversity of our student body.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.