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| **Job title:** Class Teacher (Primary) | **Service area:** Learning Skills and Culture - Schools |
| **Post number:** | **Division:** Schools |
| **Grade:** Main Pay Scale Point 1 – UPS 3 | **Section/team:** Kirton Lindsey Primary School |
| **Overall purpose of job:**  *To carry out the professional duties of a schoolteacher as set out in the School Teachers Pay and Conditions document. The post holder will be expected to work in accordance with the policies of the school and the Local Authority.* | |
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| **Main responsibilities:**  To be an excellent classroom teacher, who has high expectations of every child and to create a secure, stimulating environment which is inclusive and challenges all pupils  To be responsible for the welfare and education of pupils in their care to the high standards expected by the Headteacher, Governors and wider school community.  To maintain good order and discipline among pupils, safeguarding their health and safety during activities which take place within and outside school.  To support the aims, ethos and policies of the school and promote high levels of achievement.  To manage other adults, for example teaching assistants and promote excellent working relationships, which develop high-quality practice and maximise children’s achievement across the school  To undertake a subject leader role and act as a curriculum coordinator for an area of the curriculum.  To attend staff meetings, parents’ evenings and training, as appropriate.  To participate in procedures in accordance with the school’s Performance Management system.  The postholder will have a clear commitment to child protection and safeguarding pupils in our school.  Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. | |
| **Teaching and Pastoral Care:**  As a classroom teacher, plan, prepare and teach high quality lessons to meet the educational needs of all children in your care, in accordance with the National Curriculum and policies of the school.  To be aware of individual needs within the classroom, both educational and pastoral.  To identify and support accordingly, pupils with special needs, including more able children, in liaison with other school staff and professionals from external agencies.  Provide guidance on the social and personal development of children and undertake pastoral care of pupils.  To have high expectations and to create a learning environment of high quality and organisation.  To work within the stated curricular organisational and philosophical aims of the school and assist in achieving their effectiveness.  To co-operate with other members of staff, work as part of a team with professionalism, to achieve the overall aims and objectives of the school.  To take part in the assessment of pupils within the school in accordance with statutory guidelines and school policies.  To liaise with parents and keep them informed about their child’s education and progress in line with school policy. | |
| **Professional development:**  To review personal teaching methods and programmes of work.  To undertake, as necessary or required, training to ensure continued professional development. | |
| **Notes:**  Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. **This job description is provided for guidance only and does not form part of the contract of employment.**  This post is subject to enhanced DBS checks. It is an offence for anyone barred from working with children to apply to work in regulated activity with children.  The school is committed to safeguarding and ensuring the welfare of children. The successful candidate must share this commitment to keeping children emotionally and physically safe. | |
| **Position in organisation:**    Indicate how many staff the post is directly accountable for: 0  Are posts in more than one location? Yes No X  Is this at the same site? Are the posts managed highly mobile? X  Is the supervision/management shared with another post in the structure? Yes No X  Please indicate which post(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| **POST NUMBER** | |  | | | **JOB TITLE** | | Class Teacher | | | **HOURS PER WEEK** | | | | | 32.5 | | |
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|  | | | **ESSENTIAL** | | | | | | **DESIRABLE** | | | **HOW MEASURED** | | | | | |
| **EXPERIENCE** | | | Recent experience of consistently good / outstanding teaching in Key Stage 2  Experience of teaching a mastery approach to Maths  Experience of planning sequences of work that build on prior learning  Experience of planning for children with special educational needs and the more able  Experience of leading a curriculum area across the school | | | | | | Experience of teaching in a cross-curricular way  Experience of / willingness to lead staff training relating to a subject specialism  Experience of developing school policies, subject improvement, schemes of work and assessment  Interest in / experience of leading Computing and / or MFL | | | Application Form  References | | | | | |
| **EDUCATION, TRAINING AND**  **QUALIFICATIONS** | | | Qualified Teacher Status Enhanced DBS  Evidence of commitment to further professional development | | | | | | Recent Child Protection training  Team Teach training  First aid training | | | Application Form  References | | | | | |
| **SKILLS AND**  **KNOWLEDGE** | | | Thorough knowledge of the National Curriculum for lower Key Stage 2  Ability to teach lessons that ensure the children make good progress  Knowledge of assessment and how to use this to ensure lessons meet the needs of the pupils  Excellent classroom organisation and high expectations of behaviour  Positive behaviour management strategies  Ability to provide effective feedback to children - verbal and written  Understanding of modern technologies to support learning and subject knowledge  Understanding of the responsibilities teacher have for safeguarding the children in their care | | | | | | Specialist subject knowledge in one or more areas of the curriculum  Ability to provide learning opportunities for the children in a creative, cross curricular way  Knowledge of how to effectively develop vocabulary use in lessons  Ability to organise extra-curricular activities | | | Application Form  Interview  References | | | | | |
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|  | | | **ESSENTIAL** | | | | | | **DESIRABLE** | | | **HOW MEASURED** | | | | | |
| **PERSONAL QUALITIES** | | | Committed to children and willing to work hard to support them to achieve the highest possible outcomes  Ability to establish and maintain effective relationships with pupils, staff, parents and governors  Honest, reliable and able to act with integrity and professionalism at all times  Confident, determined and willing to learn  Positive, friendly and empathetic towards others  Shows a strong desire to continually learn and improve for self and others | | | | | | Enthusiastic and forward thinking, with knowledge of the latest theory of how children learn best | | | Application Form  References  Interview | | | | | |
| **WORKING ARRANGEMENTS** | | | Working as a class teacher, initially in Year 3/4 but ultimately in any class which meets the needs of the school  Commitment to additional activities involving occasional out of working school hours (eg. school visits) | | | | | |  | | | Interview | | | | | |
| The post is subject to:   * Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes X No □** * Political restriction **Yes □ NoX** * The ability to speak fluent English under the Immigration Act 2016 **Yes X No □** | | | | | | | | | | | | | | | | | |
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| Employee:  (signed) |  | | | | | (print) | |  | | | Date: | |  | | |  | |
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| Manager: (signed) |  | | | | | (print) | |  | | | Date: | | |  | | |  |
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