

Job description – Class Teacher

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

<p>Summary of the role:</p>	<p>To carry out all the professional duties of a teacher as set out in the current School Teachers’ Pay and Conditions Document.</p> <p>To continue to meet the Professional Teachers Standards.</p> <p>To teach pupils the relevant curriculum and take responsibility for the class as directed by the Head of School.</p> <p>To follow all safeguarding procedures and policies to ensure pupils remain safe and fully safeguarded</p>
<p>Main duties and responsibilities:</p>	<p>A teacher must:</p> <p>1. Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p>2. Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> • be accountable for pupils’ attainment, progress and outcomes • be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of numeracy, literacy, articulacy, and the correct use of standard English
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within relevant subject areas.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Teachers are responsible for promoting and supporting safe behaviour at school and out of school following child protection, safeguarding and e-Safety policy and procedures.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school, including full contribution to the School Improvement Plan and performance management procedures within the school.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

To fulfil any other duties in relation to teaching, learning and safeguarding as directed by the Head of School and/or Director of Primary Education.

Person specification – Class Teacher

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	Essential	Desirable	Method of assessment
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS), • Good degree or PGCE in a relevant field of study • Enhanced DBS 	<ul style="list-style-type: none"> • 2.1 or first class honours degree • Recent safeguarding training • Additional qualifications (including those currently being studied for) • Evidence of recent, relevant professional development (e.g. MA/NPQs) 	
Experience	<ul style="list-style-type: none"> • Current successful teaching experience in KS1 at an effective/highly effective level • Evidence of raising attainment of vulnerable groups and closing gaps in attainment • Awareness of how to challenge and differentiate the children of varying abilities to improve outcomes • Have experience of working with other adults, support staff, teachers and other professionals in the classroom 	<ul style="list-style-type: none"> • Ability to teach across a wide range in an Infant school e.g. EYFS and/or yr. 2 experience • Successful recent experience of teaching in <u>more than one key stage.</u> • Familiarity with EYFS/KS1 Standardised Attainment Tests • Experience of effective subject leadership • Have regularly contributed towards extra-curricular activities and wider contributions to the school. 	

<p>Skills</p>	<ul style="list-style-type: none"> • Ability to create a safe, happy, challenging, stimulating and effective learning environment • Ability to work closely as part of a small team. • To develop and maintain positive working relationships with all members of the school and wider community. • High expectations of self, children and others • Excellent time management and organisation skills, and ability to meet deadlines. • Able to support and engage parents / carers in their children's learning 	<ul style="list-style-type: none"> • Ability to contribute positively to curriculum development • Ability to analyse, interpret and act on assessment data to improve outcomes. 	
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Knowledge	<ul style="list-style-type: none"> • Good working knowledge of the National Curriculum and Primary Framework • Understanding of assessment for learning and its use to raise standards • Understanding of and ability to teach phonics, and to effectively support early reading and early numeracy development • Ability to use ICT and new technologies effectively for themselves and for teaching across a wide range of subjects 	<ul style="list-style-type: none"> • An understanding of the role of parents / carers and the community in school improvement and how this can be promoted and developed • Ability to make use of appropriate data to analyse the performance of pupils and set targets • An understanding of current curriculum and pedagogical issues relating to learning and teaching 	
Personal competencies and qualities	<ul style="list-style-type: none"> • Evidence of good organisational skills • Self-motivated and hard working • Commitment to lifelong learning and personal development • A commitment to extra-curricular aspects of school life • A commitment to promoting the welfare and safeguarding of children • A commitment to inclusion • Effective interpersonal skills 		

<p>Personal and professional conduct</p>	<ul style="list-style-type: none"> • A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions ○ showing tolerance of and respect for the rights of others ○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
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Blenheim Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all members of staff to share this commitment. Any appointment will be subject to the receipt of satisfactory health check, references and enhanced DBS check.