



JOB PROFILE

Job Title:	Class Teacher	School/Department:	Colton Primary School
Salary Grade:	MPS/UPS	Working Hours:	32.5
Contract Type:	<i>Permanent</i>	Location:	Colton, Leeds, LS15 9AL

Responsible to: Senior Leadership Team / Headteacher

Role summary:

We are looking for an **inspirational practitioner** who is enthusiastic, positive, hard-working and passionate. They may have a strong record of highly effective teaching and learning, or be someone who will join us as an ECT with great potential at the start of their career.

Key aspects of the role are to facilitate and deliver high quality learning experiences for all pupils; to challenge inspire and motivate our children; to be supportive, nurturing and understanding with high expectations and form positive relationships with pupils, colleagues and parents / carers. Please state your strengths on the application.

The right candidate will demonstrate excellent teamwork skills; be eager to work in partnership with other schools and organisations and willing to contribute to school life outside of the classroom such as extra-curricular clubs.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Occasional requirement to work outside of school hours and off school premises

Role specific responsibilities:

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning through interactive, reflective teaching, clear communication and good use of resources.
- Set high expectations for pupils' behaviour, promoting self-control and independence of all learners; establishing and maintaining high standards through well-focused teaching and positive, nurturing relationships.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect



- Manage behaviour effectively using a range of approaches, using praise, rewards and where needed sanctions, which are consistently and fairly applied and are appropriate to pupils' needs
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences of lessons appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation.
- Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support.
- Implement and keep records to support children with EHCP's or children who need additional interventions

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment to inform future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS1/2

Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.
- Liaise with other professionals (such as a speech therapist, when required)

Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Implements and follows school's child protection policies and safeguarding procedures.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake other duties that are commensurate with the post

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required



- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

Red Kite Mission, Values & Leadership Expectations

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives

Our Trust Values

Collaboration: we pull together to get the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements – personal and collective

Integrity: we put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice

Respect: we champion equity, equality and diversity. We treat our staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other

Our Leadership Expectations

Coach your Team: our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively

Lead with Respect: our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities

Challenge for Excellence: our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
High level of written, oral and communication skills	*	
Ability to communicate effectively orally and in writing to a range of audiences	*	
High level of organisation and planning skills	*	
An excellent classroom practitioner	*	
Work effectively as part of a team, relating well to colleagues, pupils and parents	*	
Ability to demonstrate a commitment to equality of opportunity for all pupils	*	
Ability to investigate, solve problems and make decisions	*	
Management of learning environment and resources	*	
Able to use own initiative and motivate and manage people		*
Ability to demonstrate high level ICT skills in personal and educational situations	*	



Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*	
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*	
Ability to offer expertise in a specific subject or area		*
Ability to teach across primary age range		*
Positive and optimistic attitude towards School Improvement and Inclusion	*	
Open-minded and receptive to new ideas, approaches and challenges	*	
Places high priority on effective team working and works easily and comfortably in a team environment	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Knowledge of current educational practice and issues	*	
Evidence of continuing professional development	*	
Take responsibility for their own professional development		*
Effective use of ICT to support learning	*	
Understand statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.	*	
Full working knowledge of relevant policies/codes of practice/legislation		*
Knowledge of all phases of primary education		*
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning		*
As the lead professional in the classroom show an ability to advise and support other staff		*
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	*	
Plan, allocate, support and evaluate work undertaken by other staff in the classroom	*	
Lead professional development through example and support		*
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
An appropriate motivation to work with children and young people	P	
Ability to maintain appropriate relationships and personal boundaries with children and young people	P	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	P	

