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Headteacher: Miss L Hill



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★ **Aspire** ⚙️ **Discover** ✨ **Flourish**

"With God, all things are possible."

Matthew 19:26

Class Teacher Job Description and Person Specification

Job Details

Salary: MPS M1 – M3

Contract Type: Full Time / Fixed Term with the option of extending to part time / fixed term

Reporting to: Headteacher

Main Purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

Job Description

Main Responsibilities

- To set high expectations which inspire, motivate and challenge pupils.
- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards of the school.
- In setting targets, take into account cohort targets and how these will be met.
- In setting targets, take account of the level of challenge for pupils across the cohort of all backgrounds, abilities and dispositions.
- Actively support the Christian ethos of the school in relationships with children, colleagues and parents, both in class and around the school.

Promote good progress and outcomes by pupils

- Set an example, in all aspects, share good practice and support other colleagues in maintaining the standards.
- Demonstrate clear understanding of the needs of children of all backgrounds, abilities and dispositions so that the majority of pupils make good progress.
- Use data effectively, demonstrating analytical thinking in reviewing and evaluating progress and attainment and in meeting appropriate, challenging targets for all pupils for both class and cohort.
- Demonstrate, through self-review, an effective evaluation of the impact of teaching.
- Demonstrate knowledge of how children learn and adapt teaching accordingly
- Establish a culture that ensures that pupils have a responsible and conscientious attitude to work.
- Engage with colleagues in review and evaluation of cohort progress and attainment
- Actively promote parental involvement and initiate opportunities to involve them.
- Provide quality, accurate, professional reports (verbal and written) for parents.

Demonstrate good subject and curriculum knowledge

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards

- Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching.
- Demonstrate expert knowledge through subject leadership, inspiring colleagues and establishing a curriculum that ensures consistency across a year group and progression across the school.
- Effectively carry out the subject leadership role from MPS2 upwards.
- Know the strengths and areas for development in leading a subject and bring about improvement through action planning.
- Take responsibility for own CPD, keeping abreast of changes/ developments across a range of subjects and leading improvement within an area of responsibility.
- Evaluate own subject leader performance in terms of impact on teaching and learning.

Plan and teach well-structured lessons

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards
- Consistently teach lessons which are good or outstanding and which include agreed 'non-negotiables'.
- Through effective planning and provision, demonstrate understanding of different styles of learning and how these are accommodated.
- Be systematic in evaluating learning within and across a sequence of lessons.
- Actively engage parents in their children's learning.
- Facilitate the views of children and parents' on learning.
- Work effectively as part of a team, ensuring consistency across a year group.
- Take a significant role in collaborative planning.
- Recognise own accountability for curriculum provision within the class and the quality of learning.

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

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Ensure that teaching is at least consistently good
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals.
- Initiate strategies to engage parents in their children learning, especially hard to reach parents or those whose first language is not English.

Make accurate and productive use of assessment

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment
- Be aware of local and national data when evaluating expectations and performance
- Use school data effectively to track progress and set challenging targets.
- Be highly competent in marking and providing feedback to pupils.
- Establish strategies to encourage children to respond to feedback
- Engage fully in moderation activities as required and initiate moderation activities with year group colleagues.

Manage behaviour effectively to ensure a good and safe learning environment

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be highly competent in managing an effective learning environment so that all children are actively engaged in learning and poor behaviour never disrupts learning. Be aware of local and national data when evaluating expectations and performance.

- Recognise responsibility and accountability for maintaining high standards of behaviour beyond the classroom.
- Keep parents well informed and work effectively with them to bring about improvement where necessary.
- Inspire children's respect and form positive relationships.

Fulfil wider professional responsibilities

- Set an example in all aspects, share good practice and support other colleagues in maintaining standards.
- Be proactive in supporting the Christian ethos of the school
- Be positive and encouraging in times of change.
- Generate respect from colleagues through highly effective professional working and supportive relationships.
- Show full cooperation and support for colleagues managing development or change.
- Form highly effective relationships with children that generate respect, confidence and high self-esteem.
- Form highly effective relationships with parents through, for example, good communication, listening to and acting upon concerns, providing professional guidance in respects to all aspects of school life.
- Recognise responsibility and accountability for the effective deployment of support staff within the teaching team.
- Liaise with the Leadership and Management Team to ensure that support staff have the key skills they need to work effectively.
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence.
- Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.

Last review date: June 2024

Next review date: June 2025

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Person Specification

Attribute	Person Specification	Essential / Desirable	Evidence
Knowledge / Qualification / Training	Have an Honours Degree in a relevant subject with Qualified Teacher Status	E	AF, R, I, LO
	Have recent CPD in English and Maths	D	
	Be willing to undertake further training	E	
	Committed to safeguarding the welfare of children and an understanding of safeguarding issues	E	
	Satisfies and continues to satisfy the Teachers' standards.	E	
	Clear understanding of good and outstanding teaching being able to develop and enhance the teaching practice of others	E	
	Knowledge of how children learn across the whole primary age range.	E	
	Knowledge of positive behaviour strategies and an ability to promote good behaviour consistently	E	
	Understanding of how creative links can be made in the curriculum to engage learners.	E	
	Experience of subject leadership	D	
	Demonstrate a clear understanding of the curriculum across EYFS/KS1.	E	
	Ability to offer expertise in a curriculum area.	E	
Professional Skills and Abilities	Ability to deliver high quality learning over time	E	AF, R, I, LO
	Have an understanding of the different teaching methods and be able to differentiate the curriculum for children of different abilities.	E	
	Able to organise a stimulating and well organised classroom.	E	
	Able to use assessment to inform planning and target setting to meet the needs of individual pupils and groups including children with SEND needs in order to improve practice and raise standards	E	
	Ability to form positive relationships with children, staff, parents and governors.	E	
	Ability to provide effective pastoral care	E	
	Have well-developed communication skills, including a high level of written and oral literacy and competent in the use of technology.	E	
	Able to deploy support staff effectively.	E	
	Display a potential for professional development	D	
	Show an understanding of relevant legislation and educational developments	E	
	Demonstrate effective intervention strategies to improve the quality of teaching and learning	E	
Experience	Experience of teaching in a range of year groups and range of abilities	E	AF, R, I
	Experience of working with children who have special educational needs and disabilities	E	

Personal and Professional Qualities	Demonstrate effectiveness in time management and working as part of a team.	E	AF, I, LO
	Positive person who is enthusiastic and able to inspire children and staff.	E	
	Able to contribute to the caring family atmosphere working alongside colleagues and maintaining confidentiality.	E	
	Good attendance record.	E	
	Willingness to be involved in extended school activities including residential visits and events. Promote and support extra-curricular activities.	D	
Ethos and Philosophy	Uphold, fully support and actively promote the Christian characteristics of the school and ensure these values permeate through the life of the school	E	AF, I
	Expectation of high pupil achievement for all pupils including those with SEND	E	
	Commitment to the provision of high-quality education and pastoral care for all pupils	E	
	Evidence of understanding and commitment to equality of opportunity and respect for pupils' individual differences	E	
	Commitment to parental partnership in education and developing links between school, home and the community	E	
	Be aware of the key school policies and procedures especially Health and Safety, Child Protection, Data Protection and School Development Plan	E	

E: Essential

D: Desirable

I: Interview

R: Reference

AF: Application Form

LO: Lesson Observation