



White Woods

Primary Academy Trust

The Pod
Canklow Woods Primary School
Wood Lane
Canklow
Rotherham
South Yorkshire
S60 2XJ
T: 01709 267 019
E: admin@wwpat.org
Chief Executive Officer: Kate Davies

Job Title: Class Teacher
Grade/Band: MPS/UPS
Responsible to: Headteacher

Main Purpose of the Role

To deliver high quality teaching and learning to pupils who are assigned to the post holder the teacher will teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs. The post holder will be able to maintain the positive ethos and core values of the school, both inside and outside the classroom as well as being able to contribute to constructive team building amongst teaching and non-teaching staff, parents and governors.

Specific responsibilities

- ✓ Establish and maintain effective working relationships with colleagues as well as other professionals and institutions.
- ✓ Follow the teacher standards
- ✓ Work daily to develop the ethos of the school within the classroom so that it permeates the whole curriculum.
- ✓ Ensure the safeguarding of all children and report all concerns to the designated lead person by following the schools agreed policies and procedures
- ✓ Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy.

Planning, Teaching and Class Management

- ✓ Plan and deliver lessons with regard for the school's aims, policies and schemes of work.
- ✓ Provide clear structures for lessons which maintain pace, motivation, challenge and are differentiated to enable all children access to the curriculum.
- ✓ Make effective use of assessment information on pupil's attainment and progress in planning future lessons.
- ✓ Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
- ✓ Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment so that teaching objectives and good progress are consistently achieved.

Child-centred - Collaboration - Curiosity - Challenge

- ✓ Create systems of organisation within the classroom to support teaching and learning and personal development of children.
- ✓ 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.
- ✓ Responsible for the behaviour of all children in accordance with the school behaviour policy and to encourage children to take responsibility for their own actions.
- ✓ Make effective use of resources (including other adults) to impact on pupil learning and progress.
- ✓ Create an exciting and interesting environment for teaching and learning to take place, in which children feel confident, secure and happy.
- ✓ Be familiar with the Code of Practice for SEN and be responsible for recognising the special needs of children and to provide an effective curriculum for them in consultation with the Head teacher, ISENCO and parents.
- ✓ Recognise and be aware of medical and behavioural needs and to develop and implement appropriate strategies, records and support systems in consultation with outside agencies.
- ✓ Strive to improve personal skills and talents through self-evaluation and identification of further professional needs.

Monitoring, assessment, recording and reporting

- ✓ Assess and record each pupil's progress systematically with reference to the school's current Assessment Policy and use the results to inform planning.
- ✓ Mark and monitor class work and homework, providing constructive feedback and setting targets enabling the child to make further progress.
- ✓ Provide verbal and written reports, formal and informal, on individual pupil progress, to the Head teacher, Senior Leaders and parents as required.

General

- ✓ Participate in meetings which relate to the school's leadership, curriculum, administration or organisation.
- ✓ Participate, as required in meetings with colleagues, parents and other professionals in respect of duties and responsibilities of the post.
- ✓ Take responsibility for personal professional development.

- ✓ Supervise the work of any support staff, including cover supervisors and support teachers, who are assigned to work with the post holder's pupils.
- ✓ Provide leadership across the school in a designated subject or curriculum area to include:
 - Monitoring quality and standards.
 - Contributing to school planning and self-evaluation.
 - Provide professional support to other teachers and support staff.
 - Advising the Headteacher on appropriate resources and materials.
 - Leading appropriate professional development.
- ✓ Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
- ✓ Plan and deliver with support assemblies which help to develop the moral, social and emotional development of the children.
- ✓ Implement agreed school policies and guidelines.

General

- ✓ Attendance at staff meetings and Trust training activities where relevant.
- ✓ Participate in performance management
- ✓ As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required.

Person Specification

1. Knowledge and Experience	Essential/Desirable	Shortlisting
A. Have a secure knowledge and understanding of the National Curriculum programmes of study and EYFS curriculum	E	✓

B. Practical knowledge of strategies needed to establish consistently high aspirations and standards of results and behaviour	E	✓
C. Practical knowledge of the monitoring, assessment, recording and reporting of pupils' progress at EYFS and Key Stage 1, including knowledge of the changes in the National Curriculum	E	✓
D. The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	E	✓
E. Able to play a full and active role in a team	E	
F. The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, and Child Protection	E	✓
G. Clear understanding of expectations, accountabilities and consistency	E	
H. Practical knowledge and effective and sustained application of the Teacher standards	E	
I. Motivated to continually improve standards and achieve excellence	E	
J. Commitment to the safeguarding and welfare of all pupils	E	✓
K. Effective Classroom practitioner	E	✓
L. Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	E	✓
M. Excellent communication, planning and organisational skills	E	✓
N. Ability to raise attainment of all pupils	E	
O. Ability to reflect on practice and improve	E	✓
P. Teaching to improve / increase pupil achievement	E	
Q. Ability to continually improve teaching and learning	E	
2. Qualifications and Training	Essential/Desirable	Shortlisting
A. Level 6 qualification e.g. Bachelor Degrees	E	✓

B. Qualified Teacher Status	E	✓
C. Evidence of further professional development	D	✓
3. Skills and Abilities	Essential/Desirable	Shortlisting
A. Communicates effectively on a 1:1 basis about straightforward and detailed issues with a range of people	E	
B. Deals confidently with different points of view in conversations	E	
C. Contributes clearly and effectively to discussion with others	E	
D. Persuades others to own point of view on routine issues	E	
E. Produces detailed written information to communicate information, ideas and opinions	E	
F. Makes decisions as to when and how duties are to be carried out	E	
G. Responds independently to unanticipated problems and situations	E	
H. Uses a rational or disciplined approach to problem solving	E	
I. Analyses and interprets complex information to solve difficult problems and develop new ideas or concepts	E	
J. Uses previously untried new ideas or concepts to generate solutions to problems	E	
K. Produces medium-term solutions or plans	E	

4. Beliefs, attitudes and personal attributes	Essential/Desirable	Shortlisting
A: A shared commitment to a "no excuses" culture with a work ethic and drive to match that of the Trust in improving education and life chances of the communities we serve.	E	
B: A shared commitment to the Trust's values - Child centred, Collaboration, Curiosity, Challenge	E	

C: Committed and passionate about the provision of outstanding primary education.	E	✓
D: Belief and commitment to equality of opportunity for all	E	
E: Optimism and resilience in the face of challenges	E	✓
F: Self-aware and able to learn	E	✓

5. Additional Factors	Essential/Desirable	Shortlisting
A: Ability to travel within a reasonable timeframe	E	
B: No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments)	E	
C: Good attendance record in current/previous employment (not including absences resulting from disability)	E	
D: A commitment to safeguarding and promoting the welfare of children and young people.	E	
E: A willingness to share information and expertise.	E	
F: A commitment to ongoing staff development and the development of others.	E	
Statements relevant to all posts		
All duties and responsibilities should be carried out in accordance with agreed policy and procedures, in particular those relating to: Environmental; Health and Safety; Equal Opportunities; Risk Management; Data Protection; IT; Safeguarding and Financial Regulations.		
Safeguarding is everyone's business. All employees, governors, contractors and volunteers share a responsibility, both corporately and individually, to ensure that every person is treated with dignity and respect and protected from others who may abuse them. We have a duty of care to safeguard and promote the welfare of children and young people, and must raise any concerns without delay.		
The job description is an outline only and may vary from time to time without changing the character of the job or level of responsibility. The post holder must be flexible to meet the operational needs of the service.		
The person specification covers key areas of competence and methods of assessment other than interview may be used (as appropriate to the job) to assess what a candidate can do and how they act in a specific area or situation. These include: ability test; work-related task; occupational personality questionnaire and presentation. Where this is the case, shortlisted candidates will receive details in advance of the selection process.		

