

## **Chellow Heights School**

### **Job Description - Class Teacher**

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.

Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

Bradford is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the Council Services.

The Council is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in school. The post holder is required to undertake the professional duties and responsibilities as set out in the current School Teachers' Pay and Conditions document.

The post holder is expected to uphold the professional code of the General Teaching Council for England.

#### **Job Purpose**

- To plan, implement and deliver an appropriate and differentiated curriculum for all pupils and to support a designated curriculum area.
- To contribute to raising standards of pupil attainment.
- To monitor and assess pupil progress to improve their quality of learning and personal growth.
- To undertake the professional duties outlined above by having regard to national standards published from time to time by subject and other national bodies.

## Core Responsibilities

### Supporting the development of the school:

- To play a full part in the life of the school community, to support its distinctive values and ethos, and to role model and encourage staff and pupils to follow this example.
- To implement and follow school policies and procedures as approved by the Head Teacher, Leadership Team or Governors.
- To maintain the confidential nature of information relating to the school, its pupils, staff, parents and carers.
- To maintain good order and discipline in accordance with the school's Behaviour policy and Care and Control policy.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To attend and participate in all relevant meetings.
- To support the school in meeting its legal requirements for worship.
- To review the development and management of activities relating to the organisation and pastoral functions of the school.
- To carry out a share of supervisory duties in accordance with published rosters.
- To set targets for pupils learning based on prior attainment.
- To maintain an accurate register of pupils attendance.
- Other relevant duties, in line with the general nature of this post as may be determined from time to time by the Head teacher, and by negotiation with the post holder.
- To support the development of the sensory curriculum

### Supporting Teaching and Learning:

- To teach pupils assigned to the teacher and to ensure that planning, preparation, recording, assessment, accreditation and reporting meet their varying learning and social needs.
- To be prepared to teach across the age range of the school.
- To devise, contribute to and implement statutory assessment, annual reviews and IEPs.
- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies within the school.
- To ensure the effective and efficient use of any staff who support the delivery of teaching of and learning.
- To work collaboratively as a team member.
- Provide an appropriately stimulating classroom environment where resources can be accessed by all pupils.
- To maintain appropriate records and provide accurate information on pupil progress and other relevant matters as required by the school.
- To use ICT to support learning and teaching and raise standards.
- To ensure the personal care and hygiene of pupils are met and to participate in appropriate training.

- Consult with staff over individual pupils and co-operate with agreed courses of action.
- To be responsible for the condition of the teaching space used and report any damage to fixtures or fittings to the appropriate person.

#### Supporting Collaboration with the Community:

- To take part in community and liaison activities such as Open Evenings, Parents/ Carers Evenings and liaison with Partner Schools.
- To communicate, as appropriate, with the parents/carers of pupils and with external agencies.

#### **Supervision and Guidance:**

- To be responsible to the Head teacher and Governors of the school through the schools leadership and management structures.
- To be entitled to administrative and non-teaching support in reference to the National Workload Agreement, and to ensure the post holder has an appropriate work / life balance.
- To effectively use planning, preparation and assessment time according to the National Workload Agreement.
- To receive appropriate support through the schools performance management processes and access to continuing professional development.

## **Personal Specification**

Chellow Heights is committed to ensuring high standards for teaching and learning and to safeguarding its pupils. All applicants will need to meet the current Teacher Standards, have two good references and have no contra indications from an enhanced CRB check against them working with children/young people/ vulnerable clients/ finance.

Candidates should ensure they meet all the essential criteria below and outline this and any desirable criteria within their application form as this information will be used for short listing purposes.

## **Circumstances**

Candidates must:

- not require holidays in term time
- be legally entitled to work in the UK under the Assylum and Immigration Act 1996
- be able to perform all duties in accordance with the Disability Act, where appropriate with reasonable adjustments
- be able to cope with the requirements of the post including working with pupils who have behavioural, social and emotional difficulties and or physical disabilities
- due to the nature of the children being taught it is a requirement of the post that the successful applicant will be capable of moving and handling pupils within the school practices and policies

	<b>Essential/Desirable</b>	<b>How Identified</b>
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of keeping up to date with/an understanding of current educational thinking in the primary sector</li> <li>• Evidence of commitment to relevant training/or continued professional development</li> </ul>	E	AF
<b>Experience</b> <ul style="list-style-type: none"> <li>• The proven ability to demonstrate a high standard of classroom practice</li> <li>• Managerial, inter-personal and organisational skills</li> <li>• Experience teaching pupils with Special Educational Needs</li> <li>• Management of staff</li> </ul>	E	AF/Interview
<b>Special Knowledge and Skills</b> <ul style="list-style-type: none"> <li>• Knowledge of specialist teaching approaches</li> <li>• Knowledge of Primary curriculum and holistic curriculum</li> <li>• Willingness to support life and work of school e.g. weekend/ evening/ residential visits.</li> <li>• Advanced study in a relevant field of education</li> <li>• A desire to be involved in whole school issues including School Development Planning and Self –Evaluation</li> <li>• Well informed of current developments in education and national initiative including accountability measures</li> </ul>	E	AF/Interview
<b>Disposition and Attitude</b> <ul style="list-style-type: none"> <li>• Readiness to accept and implement change</li> <li>• Openness and willingness to learn</li> <li>• Flexibility</li> <li>• Ability to establish good relationships with pupils, staff, parents and the community</li> <li>• Able to plan workload and set priorities</li> </ul>	E	AF/Interview