



# Great Torrington Bluecoat C of E Primary School



## JOB DESCRIPTION

<b>TITLE</b>	Class Teacher
<b>SCHOOL</b>	Great Torrington Primary School
<b>LINE MANAGER</b>	Chapter Lead
<b>GRADE</b>	Main Scale / UPS

## RESPONSIBILITIES

### Teaching and Learning

- Maintaining a high profile as an effective classroom teacher, leading by example
- Teaching, according to their educational needs, the pupils assigned to him/her
- Assessing, recording and reporting on the development, progress and attainment of pupils
- Contributing to the development, organisation and implementation of the whole school curriculum
- Leading and developing provision for teaching and learning in designated subject areas across the school

### Pupil Health and Welfare

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her
- Making records of and reports on the personal and social needs of pupils
- Communicating and co-operating with persons or bodies outside the school
- Promote and develop inter-agency working
- Maintaining good order and discipline among the pupils and safeguarding their health and safety, both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere

### Professional Development

- Participating in performance management
- Reflecting and reviewing methods of teaching and programmes of work
- Participating in arrangements for his/her professional development as a teacher

### Administration and Management

- Advising and co-operating with the Head teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements
- Attending and participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements
- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and arranging for the ordering and allocation of equipment and materials
- Leading/attending Assemblies
- Registering the attendance of pupils and supervising pupils during school sessions

### Supporting Others

- Contributing to the selection for appointment and professional development of other teachers and support staff as applicable under the guidance of a member of the Senior Leadership Team
- Co-ordinating and line managing teams of practitioners according to the needs of the school.
- Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

### Supporting the School

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, as appropriate, to support achievement and progress of pupils
- Recognising own strengths and areas of expertise and using these to advise and support others
- Providing appropriate guidance and general supervision to less experienced staff who may be undertaking duties/tasks as part of their personal development
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required

## **UPS**

### General/Professional Knowledge and Skills (impacting on CPD at the school)

- Acting as an effective and positive role model for other staff
- Having sufficient depth of professional knowledge to be able to offer high-quality advice to colleagues
- Maintaining an up-to-date knowledge and understanding of the professional duties of teachers and being able to brief other staff, if required
- Actively seeking out opportunities to promote collaborative and co-operative working among staff at the school
- Demonstrating a strong commitment to improving professional practice through ongoing and appropriate professional development
- Being seen to act upon advice and feedback from colleagues in their areas of expertise, establishing a professional learning environment at the school
- Being open to coaching and mentoring opportunities
- Using an extensive range of teaching, learning and behaviour-management strategies, adapting them to meet the needs of the pupils and supporting and mentoring other teachers to develop similar skills
- Personalising learning to ensure that all learners achieve their full potential and coaching other staff in ways of doing this
- Providing support and advice to the CPD Leader to help to make decisions around the coaching and mentoring of less experienced or less effective members of staff
- Having a thorough knowledge of the core and post-threshold professional standards for teachers and help to develop this understanding in other members of staff
- Playing an active part in the school's performance management arrangements
- Actively promoting the school's CPD policy and contributing significantly to its implementation
- Actively promoting collective responsibility for the successful implementation of the school's CPD Policy
- Provide demonstration lessons for colleagues in your areas of expertise, as required
- Observe the work of other teachers as required, providing constructive and developmental feedback to contribute to improvements in teaching and learning
- Support teachers in adapting their professional practice where opportunities for improvement have been identified

### Support for the wider school workforce

- Identifying opportunities to share effective practice with colleagues and supporting their effective deployment to support teaching and learning
- Contributing to the professional development of support staff
- Ensuring that colleagues working with you understand their role and how they are expected to fulfil that role
- Contributing to the school's management systems
- Contributing significantly to the development of school policies and practice, taking a key role when appropriate

### Monitoring and Evaluation

- Constantly evaluating your classroom and wider professional performance
- Being seen to adapt your professional practice where benefits and improvements have been identified
- Reviewing the effectiveness of your teaching and its impact on learners' progress
- Refining your professional skills through effective evaluation of your work and continuing professional development
- Carrying out classroom observations, as required, providing constructive and developmental feedback to improve outcomes for pupils/students
- Have a constructively critical approach to innovation

**Date:**

**Signatures: Manager:**\_\_\_\_\_ **Postholder:**\_\_\_\_\_

## PERSON SPECIFICATION

### POST DETAILS

**TITLE** Class Teacher

**LINE MANAGER** Chapter Lead

**GRADE** **MPS/UPS**

Category	Requirements	Essential/ Desirable	Method of Assessment
Qualifications	Qualified Teacher Status	Essential	A, R
	Degree level Qualification	Essential	A, I
	Masters or Post Graduate Research Qualification	Desirable	A, I
Professional Development	Evidence of self-reflection, evaluation of own practice and a personal commitment to further professional development	Essential	A, I
	Evidence of keeping up to date with all aspects of educational thinking and knowledge	Essential	A, I
	Specific evidence of pursuit of excellence in a particular field, linked to subject responsibility	Desirable	A, I
	A strong commitment to quality professional development of all staff	Essential	A, R, I
	An interest in accessing further leadership training and experience, including action research based school improvement work	Desirable	A, I
Safeguarding and Welfare of Children	Suitability to work with young children	Essential	A, R, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	Essential	A, R, I
	Thorough knowledge and understanding of safeguarding procedures and a proven ability to implement these procedures effectively	Essential	A, R, I
Experience	Proven experience of outstanding teaching at KS2	<b>Essential</b>	A, R, I
	Proven experience of high quality teaching at KS1	Essential	A, R, I
	Experience of working effectively in partnership with parents	Essential	A, I
	Proven experience of using ICT effectively to support learning across the school	Essential	A, I
	Proven experience of monitoring and evaluating provision, including analysing and interrogating data to assess the progress of specific groups and identify and address areas for improvement	<b>Essential</b>	A, I

	Experience of school improvement or consultancy work	Desirable	A, I
Knowledge	Excellent knowledge and understanding of the National Curriculum and effective primary pedagogy	Essential	A, I
	Knowledge of the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	Essential	A, I
	Knowledge of the monitoring, assessment, recording and reporting of pupils' progress	Essential	A, I
	Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, and Safeguarding Children	Essential	A, I
	Knowledge of effective teaching and learning styles.	Essential	A, I
Skills/Abilities	Ability to promote the school's aims positively, and use effective strategies to monitor motivation and morale	Essential	A, I
	Ability to create a happy, challenging and effective learning environment	Essential	A, I
	Ability to inspire others and develop good personal relationships within a team	<b>Essential</b>	A, I
	Ability to effectively monitor and evaluate the quality of practice, and support the professional development of others	<b>Essential</b>	A, I
	Ability to establish and develop close relationships with parents, governors and the community	Essential	A, I
	Ability to communicate clearly and effectively (both orally and in writing) to a variety of audiences and to diffuse difficult situations	Essential	A, I
	Ability to determine priorities and manage time effectively	Essential	A, I
	Excellent ICT skills	Desirable	A, I
	Ability to demonstrate and promote good practice in line with the ethos of the school/organisation	Essential	A, I
	Ability to enable and empower others and to manage change effectively	Essential	A, I
	Ability to develop strategies for creating community links.	Essential	A, I
Personal Qualities	Resilience when faced with complex situations, a capacity for hard work and a willingness to learn	<b>Essential</b>	A, I
	A fair, flexible, open and decisive approach to leadership, enthusiasm for, and a readiness to accept and promote change	<b>Essential</b>	A, I

	A commitment to justice, quality of opportunity and to comprehensive education	Essential	A, I
	Ability to work on own initiative and to take responsibility for planning own workload and commitments	Essential	A, I A, I
	Ability to work under pressure and to keep to deadlines	Essential	A, I
	Ability to enthuse and inspire and be sensitive to the needs of others	Essential	A, I
	A sense of humour, warmth, energy, integrity stamina and resilience	Essential	A, I
	Good record of attendance and punctuality	Essential	A, I
	Willingness to reflect upon experiences in a critical and constructive manner	Essential	A, I
	A recognition of the role of parents as a child's first educator and a commitment to working with families to support this	Essential	A, I

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Key for Method of Assessment:

A = Application Form

R = References

I = Interview