



Hurst Drive Primary School

Headteacher: Mr D Short

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Hurst Drive Primary School – Class teacher – Job Description

1. Introduction

Hurst Drive Primary School is a two-form entry school situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. Placed in extensive grounds, including a very large field, pond and woodland area, the school serves a diverse local community with children who are kind, polite and a pleasure to teach.

Vision Statement

At Hurst Drive Primary School, our vision is 'Success for all'.

On our journey to achieving success for all, Hurst Drive Primary School will involve everyone in maintaining high expectations to create an outstanding teaching and learning environment, where the curriculum extends beyond the classroom, and all learning opportunities prepare children for the ever-changing world.

2. Title and Grade of Post

Post Title: Class Teacher

Pay Scale: Main Professional Scale / Upper Pay Range + Fringe

3. Purpose of the Job

To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the head teacher in a courteous, helpful and positive manner.

4. Employment Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school or on-line.

5. Relationships

The post holder is responsible to the head teacher for his/her teaching duties and responsibilities.

The post holder may be responsible for the supervision of the work of support staff relevant to his/her responsibilities.



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6. Particular Responsibilities

The particular responsibilities attached to the post of class teacher are as follows:

- (a) to teach, in accordance with the Teachers' Standards, pupils assigned to him/her;
- (b) to be committed to safeguarding and promoting the welfare of children and young people, adhering to school policy and government guidance;
- (c) to maintain and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of support staff relevant to the allocated class;
- (d) to promote an environment that is conducive to learning, maintaining good order and discipline in accordance with the rules and disciplinary systems of the school and the Teachers' Standards;
- (e) to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school – particularly its ethos, vision and aims;
- (f) to participate fully in arrangements made for the review and development of the individual's performance as a class teacher in accordance with school policy and procedure;
- (g) to lead a subject as per the needs of the school; and
- (h) to promote equal opportunities within the school and to seek to ensure the implementation of the school's equality policy.

7. Key Tasks

The key tasks attached to the post of class teacher are as follows:

- (a) to plan, prepare and assess pupils' learning and progress in accordance with arrangements agreed within the school and in line with the Teachers' Standards;
- (b) to monitor and report to key stakeholders (e.g. parents/carers) on the attainment and progress of pupils in the allocated class as well as the attainment and progress of pupils in any subject that he/she leads; and,
- (c) to mark class attendance registers.

Person Specification – Class Teacher

	Essential	Desirable	Evidenced
Qualifications	<ul style="list-style-type: none"> • Educated to degree level • Qualified teacher status (QTS) or a degree (i.e. to allow for QTS to be achieved) 	<ul style="list-style-type: none"> • Evidence of appropriate professional development (e.g. NPQML) 	<ul style="list-style-type: none"> • Application • Certificates
Experience	<ul style="list-style-type: none"> • Class teaching in EYFS, KS1 or KS2 • A track record of excellent classroom/teaching practice 	<ul style="list-style-type: none"> • Experience of teaching in two or more key stages • Experience of administering end of key stage 1 or 2 assessments • Subject leadership 	<ul style="list-style-type: none"> • Application • Interview • References
Knowledge	<ul style="list-style-type: none"> • A secure understanding of the National Curriculum • Knowledge of what constitutes high-quality teaching and learning • Knowledge of special educational needs and disabilities, including how to support pupils with SEND in the classroom • Understanding of summative and formative assessment and how they contribute to pupil's progress • Knowledge of how to manage pupil's behaviour and promote effective behaviour for learning • Secure knowledge of Part 1 of 'Keeping Children Safe in Education; for schools and colleges including what staff should do to support the welfare of children and young people 	<ul style="list-style-type: none"> • Knowledge of the Statutory Framework for the Early Years Foundation Stage 	<ul style="list-style-type: none"> • Application • Interview (lesson observation)
Professional skills	<ul style="list-style-type: none"> • Excellent standard of written English • Ability to analyse pupil data effectively and use that analysis to inform planning to improve pupil outcomes 		<ul style="list-style-type: none"> • Application • Interview (i.e. lesson observation)

	<ul style="list-style-type: none"> • Ability to build strong positive relationships with pupils which allows them to thrive and succeed • Ability to build strong, professional relationships and work well as part of a team • Ability to set high expectations for all pupils and to plan and teach lessons which motivate and inspire • A commitment to providing equity of opportunity and inclusion for all • Ability to maintain confidentiality 		<ul style="list-style-type: none"> • References
Personal attributes and aptitude	<ul style="list-style-type: none"> • Passionate about teaching and learning, and providing a high quality of education for all • Committed to maintaining high expectations in all aspects of their work • Committed to continuous professional development • Enthusiastic with an engaging teaching style (i.e. to inspire pupils to learn, to build supportive relationships) • Approachable, with good teamwork skills (i.e. helping colleagues, children and parents/carers alike to ensure best possible outcomes for children) • Punctual and organised; able to prioritise tasks and manage own time effectively • Resilient and resourceful; always looking for ways to solve problems and pre-empt those which might occur 		<ul style="list-style-type: none"> • Application • Interview (i.e. lesson observation) • References