*Creating Brighter Futures*

**JOB DESCRIPTION**

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| **Job Title:** | **KS1 Class Teacher** | | |
| **Base:** | **Iqra Academy** | | |
| **Reports to:** |  | **Salary** | **MPS/UPS** |
| **Staff Responsibility for:** |  |  | **Full Time**  **Permanent** |
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**JOB PURPOSE SUMMARY:**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy’s policies under the direction of the Principal.

**1. Strategic direction and development of the school**

1. Provide inspiring and purposeful leadership for the pupils within a caring and secure environment.
2. Work in partnership with the Principal, Senior Leadership Team, Local Governing Body, iExel Education Trust, staff, pupils and parents in generating the ethos and values which underpin the school.
3. Work within the overall aims and objectives of the school.
4. Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school’s ethos within and beyond the school.
5. Liaise as required with a range of educational partners, internal and external, to underpin the raising of pupil attainment.
6. Support the school’s home and community liaison work through the appropriate participation in events.

**2. Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

1. Identifying clear learning objectives and specifying how they will be taught and assessed;
2. Setting tasks which challenge pupils and ensure high levels of interest;
3. Setting appropriate and demanding expectations;
4. Setting clear targets, building on prior attainment
5. Identifying SEN or very able pupils;
6. Providing clear structures for lessons maintaining pace, motivation and challenge;
7. Making effective use of assessment and ensure coverage of programmes of study;
8. Ensuring effective teaching and best use of available time;
9. Maintaining discipline in accordance with the academy’s procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
10. Using a variety of teaching methods to:
    * match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
    * use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
    * select appropriate learning resources and develop skills for learning through library, I.C.T. and other sources;
11. Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
12. Evaluating own teaching critically to improve effectiveness;
13. Ensuring the effective and efficient deployment of classroom support
14. Taking account of pupils' needs by providing structured learning
15. Opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and maths;
16. Encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
17. Using a variety of teaching strategies which involve planned adult intervention, first hand experience and play and talk as a vehicle for learning.

**3. Monitoring, Assessment, Recording, Reporting**

1. Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
2. Mark and monitor pupils' work and set targets for progress;
3. Assess and record pupils' progress systematically and keep electronic records;
4. Check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
5. Undertake assessment of children as requested by examination bodies and academy procedures;
6. Prepare and present informative reports to parents.

**4. Accountability**

1. Use and manage the departmental resources with the principles of best value in mind.
2. Ensure classroom is left in a clean, tidy state with no trip or fall hazards.
3. Safely store equipment, books and other resources. To keep a record of stock and equipment and participate in departmental audits
4. Supervise the classroom, fabric, facilities and resources.
5. Supervise the pupils both within the classroom and departmental area and take a proactive approach to managing pupil behaviour.
6. Assess all areas of the classroom from a Health and Safety viewpoint in liaison with the Business Manager.
7. Ensure that the classroom presents a stimulating environment which helps to influence learners’ attitudes positively towards the subject.

**5. Planning and Development**

1. Work as part of a phase team and/or have responsibility for an aspect of the academy’s work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
2. Contribute to the whole academy’s planning activities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers’ Pay & Conditions Document.

This job description may be amended at any time following discussion between the Principal and member of staff, and will be reviewed annually.

*This appointment is with the Governing Body of the School, with the Trust as employers.  The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.*

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| I confirm this JD has been checked and is appropriate and up to date.    Signed : Dated:  *On behalf of the academy*  Signed : Dated:  *Employee* | | |
| Compiled by:  K Crowley | Grade Assessment Date: | Post Grade: MPS |

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**PERSON SPECIFICATION**

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|  | | | **Assessed by:** | |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview**  **/Task** |
| **QUALIFICATIONS** | | | | |
| 1. | A degree qualification or relevant qualification. | **E** |  |  |
| 2. | Qualified Teacher Status or working towards qualification. | **E** |  |  |
| 3. | Evidence of continuous professional development. (if not NQT) *(Certificates must be available at interview)* | **E** |  |  |
| **EXPERIENCE** | | | | |
| 4. | Working knowledge of the 2014 National Curriculum | **E** | 🗸 | 🗸 |
| 5. | Using positive behaviour management strategies | **E** | 🗸 | 🗸 |
| 6. | Teaching and Learning styles | **E** | 🗸 | 🗸 |
| 7. | Experience of working in primary school | **E** | 🗸 | 🗸 |
| 8. | Experience of class management | **E** | 🗸 | 🗸 |
| 9. | Excellent knowledge and understanding of Safeguarding | **E** | 🗸 | 🗸 |
| 10. | Excellent knowledge and understanding of Child Protection | **E** | 🗸 | 🗸 |
| 11. | Good knowledge and understanding of Health & Safety | **E** | 🗸 | 🗸 |
| 12. | Experience of planning as part of a team. | **D** | 🗸 | 🗸 |
| 13. | Experience of working in a setting with children who have EAL. | **D** | 🗸 | 🗸 |
| 14. | Experience of Assessment for Learning techniques | **D** | 🗸 | 🗸 |
| 15. | Experience of developing independent, active learning | **D** | 🗸 | 🗸 |
| 16. | Experience of developing a curriculum area | **D** | 🗸 | 🗸 |
| 17. | Knowledge of Talk for Writing | **D** | 🗸 | 🗸 |
| 18. | Personalised Learning | **D** | 🗸 | 🗸 |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
| 19. | Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the DDA 1995. Ability to cope with requirements of the post which may include working with pupils who have emotional and behaviour difficulties or physical difficulties | **E** | 🗸 | 🗸 |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview**  **/Task** |
| 20. | Able to use ICT effectively to support learning | **E** |  |  |
| 21. | Interest in working with children to promote their development and educational needs | **E** |  |  |
| 22. | Ability to form and maintain appropriate relationships and personal boundaries with children | **E** | 🗸 | 🗸 |
| 23. | Keen interest and skills supporting the ability to develop the area of interest identified – Early Years/KS1/KS2 | **D** | 🗸 | 🗸 |
| |  | | --- | | **PERSONAL QUALITIES** | | | | | |
| 24. | An effective team player | **E** | 🗸 | 🗸 |
| 25. | Ability to stay calm under pressure | **E** | 🗸 | 🗸 |
| 26. | Good sense of humour | **E** | 🗸 | 🗸 |
| 27. | Willingness to learn and manage own self development | **E** | 🗸 | 🗸 |
| 28. | Flexibility and willingness to accept change | **E** | 🗸 | 🗸 |
| 29. | Approachable, courteous and able to present a positive image of the academy to all stakeholders. | **E** | 🗸 | 🗸 |
| 30. | Maintain confidentiality in matters relating to the academy, its pupils, parents and carers | **E** | 🗸 | 🗸 |
| 31. | Ability to identify own training issues and development needs | **D** | 🗸 | 🗸 |
| 32. | Must be legally entitled to work in the UK (Asylum & Immigration Act 1996)  Will not require holiday leave during term time  No contra-indications in personal background (Enhanced clear DBS required) | **E** | 🗸 | 🗸 |
| 33. | Candidates should indicate an acceptance of and commitment to the principles underlying the Academy’s Equal Rights policies and practices | **E** | 🗸 | 🗸 |

**SPECIAL CONDITIONS**

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| Compiled by: K Crowley | Grade Assessment Date: | Post Grade: MPS |

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| Management requires that the following checks be carried out as part of the recruitment process e.g. DBS, Warner Process. | Level of Disclosure: Enhanced |