



Cubitt Town Primary School

Class Teacher



Employment details

Job title:	Class Teacher
Reports to (job title):	Deputy Headteacher/Assistant Headteacher
Hours of work:	Full time, 32.5 hours per week
Level and scale point:	MPS 1- UPS 3

Purpose of the role

- Support the policies, ethos and vision of the school.
- Lead the learning and well-being of a class of up to 30 children.
- Build and maintain positive relationships with children, parents and colleagues.

Main duties/responsibilities

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties listed below are not, therefore, an exhaustive list of what is required.

Take overall responsibility for high quality teaching and learning in a class.

Contribute to the planning and delivery of an engaging and stimulating curriculum.

Ensure all pupils are able to learn and achieve to the best of their various abilities.



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Monitor the progress of pupils, identify issues and trends and develop strategies to address these.
Organise visit opportunities for pupils which support the curriculum.
Act as a role model for members of staff and pupils.
Keep up to date with current developments in teaching and learning.
Develop and maintain positive and effective relationships with children, parents and colleagues.
Promote and safeguard the welfare of all pupils.

Specific Duties

Plan teaching to achieve progression in pupils' learning:

- Identify clear teaching and learning objectives for the pupils, and decide how they will be taught and assessed.
- Set tasks which challenge the pupils and ensure a high level of interest, attention, participation and well-being.
- Set appropriately high expectations.
- Set clear targets building on prior attainment.
- Identify the needs of individuals and groups within the class, taking note of individual education plans and liaising with the SENCO as required.
- Make effective use of assessment data and information when planning lessons.
- Plan for the effective use of Learning Support Assistants time as appropriate.
- Plan for the effective use of resources promoting and driving the use of ICT resources.

Teaching and class management:

- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident.
- Manage pupils' behaviour through well-focused teaching and through positive and productive relationships.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Use a variety of teaching methods to:
 - instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
- Select appropriate learning resources for pupils including the use of ICT in the learning environment.
- Critically evaluate your own teaching to improve effectiveness.



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Monitor, assess, record, report:

- Assess how well learning objectives have been achieved and use pupil level data and information to improve specific aspects of teaching via effective planning and delivery of learning experiences.
- Monitor and assess pupils' work and set targets for progress.
- Keep up-to-date and accurate records detailing pupil achievement, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to SLT, governors and parents / carers as required.
- Contribute to the school self-evaluation and improvement.

Other professional requirements:

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Take responsibility for their own professional development and duties in relation to school policies and practices and in particular to development of relevant ICT skills.
- Liaise effectively with parents and governors as necessary.
- Liaise with school to ensure there is a smooth transition for the pupils across phases and year groups.
- Carry out supervision duties as appropriate.
- Support the school's extra-curricular activities.
- To carry out other duties as reasonably required by the Headteacher.responsibility for the management of other adults in the classroom.

In addition to the duties and responsibilities of a Main Pay Range Teacher, Upper Pay range teachers are required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contributions to the school are substantial and sustained and to ensure that you discharge the following accountabilities.

Upper Pay Range Accountabilities

In addition to the requirements of a Main Pay Range teacher teachers paid at the Upper Pay Range are required to ensure that they:



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- Contribute significantly, where appropriate, to implementing workplace policies and practices and to promoting collective responsibility for their implementation.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to statutory assessments.
- Routinely analyse pupil data, detect variation and develop appropriate intervention for individuals and groups. Provide targeted and positive support for pupils who have particular needs. Use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.



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Conditions of service

Equal opportunity

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies.

Safeguarding children

We are fastidious in our recruitment of new colleagues. Potential applicants must share our vision and commitment to providing the very best education to our students that we possibly can and promote our ethos. Applicants must be team players who are able to see how their contribution fits into the bigger picture. They must be dedicated, skilled, highly professional individuals who are passionate about their work and enjoy working with others that share these values.

- In accordance with the Disclosure and Barring Service Code of Practice this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>.
- As an organisation which uses the Disclosure and Barring service, the
- Governing Board of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. A DBS check will therefore be carried out before appointment to any job at the School is confirmed. This will include details of convictions, cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.

We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for an interview based on their competencies, qualifications and knowledge.

Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.

At an interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matters that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to withdrawal of an offer of employment.

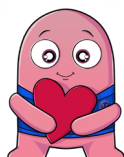
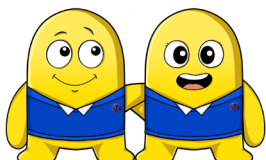
We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.



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We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Please view our Safeguarding Policy which is available on our school website





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Class Teacher Person Specification

Qualifications and experience	• Qualified Teacher Status (QTS) • Evidence of recent and relevant professional development • Experience working with pupils from a range of socio-economic backgrounds and with a variety of learning needs
Communication	• Use clear language to communicate information unambiguously • Listen effectively • Excellent interpersonal skills • Able to develop clear lines of communications with a range of stakeholders (parents, colleagues, leaders, governors)
Working with children	• Plan, teach and assess learning to a consistently high standard • Model empathy, understanding and patience whenever working with children • Support children with special educational needs • Develop a fully inclusive learning environment • Reflect a passion for learning and for helping children achieve to the best of their potential
Working with others	• Collaborate as part of a team • Work alongside parents and carers to ensure the best outcomes for our children • Establish respectful and trusting relationships with children, their families and other adults • Knowledge of when, how and with who to share information • Consistently uphold a professional approach
Skills, abilities & knowledge	• In-depth understanding of the Primary National Curriculum • Plan and teach well-organised and sequenced lessons that cater for the needs and abilities of all members of the class • Knowledge of impactful assessment for learning (AfL) strategies • Understanding of the ways that oracy can support children's learning and wellbeing • A positive teaching style that inspires children and promotes a love of learning • The ability to reflect on teaching practice and highlight areas of personal development • Confidence using a range of positive behaviour management strategies • Integrate ICT skills across the curriculum • Excellent organisational and time management skills
General	• Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools • Secure knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupils • Good understanding of and commitment to child protection procedures • Understanding of procedures and legislation relating to confidentiality