



**Bowling Park
Primary School**

**Learning Together
Achieving Together**

Headteacher Mrs Salma Rahman

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Exceed Academies Trust
Bowling Park Primary School
Job Description

Post Title:	Teacher
Pay Range/Grade:	MPS Dependent on Experience
Reporting to:	Headteacher

Job Description

Core purpose:

- Responsible for the teaching of children and young people at Bowling park Primary as directed by the Headteacher
- Accountable for the quality of learning and the expected standards of learner attainment and achievement within designated year groups through a systematic focus on high quality, innovative teaching.
- Ensure positive outcomes for all pupils

Line Management:

- Meet regularly with the line manager to ensure clarity of understanding of a range of issues

Quality of Teaching:

Plan and deliver high quality lessons in accordance with school, year group, and national curriculum subject requirements, ensuring:

- Lessons are planned, prepared, resourced and delivered with a focus on high quality, imaginative and innovative teaching
- The use of formative and summative assessment strategies to maximise learning
- Planning takes into account the needs of the individual learners, liaising with support staff where appropriate
- Participation in key stage and year group collaborative planning sessions, preparing lesson plans and schemes of learning as agreed with the line manager
- Opportunities to further develop teaching skills, strategies and the use of new technologies are embraced

Quality of Learning:

In delivering high quality lessons, systematically monitor, analyse and develop the quality of learning in the classroom by:

- Ensuring that lessons are focused on learning, that learners know what they will learn, how they can improve their learning and are given ample opportunity to demonstrate what they have learned
- Using formative and summative assessment techniques to facilitate high quality feedback to learners
- Assessing, marking and commenting upon learners' work as required within the school assessment policy



- Recording and monitoring learners' progress, holding accurate records and following the school reporting and assessment tracking procedures as required
- Monitoring learners' attendance and acting upon concerns as necessary
- Tutoring and mentoring groups / individual learners as required
- Consistently using the school's positive behaviour strategies to maximise learners' participation and engagement in lessons
- Taking responsibility for interactive, stimulating learning environments

Learner Achievement:

To be accountable for the standards of learner achievement of the class taught and individual learners within the class by:

- Using baseline data and assessment records to evaluate the quality of achievement of individuals and/or teaching groups
- Maintaining on-going records of learner progress and achievement
- Monitoring the achievement of learners within the tutor/class group, setting agreed targets as required
- Meeting with individual line manager to agree challenging targets for individual learners and teaching groups
- Providing evidence of learner achievement and attainment as required
- Liaising with parents (by letter, phone, at consultation evenings etc.) to inform them of learners' progress

Safeguarding and Compliance:

- Promote the safety and wellbeing of pupils and staff within the school
- Uphold the school's policies in respect of Safeguarding and Child Protection
- Through example and line management, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to

Management of Resources:

- Comply with the financial, health & safety, HR and other processes and procedures of the Trust
- Ensure that all the activities of the schools are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of practice
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils
- Research, develop and share resources, ensuring adequate and strategic provision of learning materials to enhance teaching
- Work with colleagues in planning time to develop resources and advise line manager on resource requirements

Additional Duties:

- To fulfil the requirements and duties set out in the STPCD relating to teachers
- To work collaboratively as part of the wider Trust, with the understanding that it is one organisation working in partnership to achieve the best outcomes for all pupils



- Ensure that the participation of other staff in professional development is encouraged and that they engage actively in the performance review process
- Regularly review own practice, setting personal targets and taking responsibility for own development
- Undertake other duties and responsibilities as is reasonably directed by the Headteacher

CPD:

Maximise opportunities for personal development by:

- Participating in INSET opportunities, both as a participant and leader (where appropriate) of in house INSET sessions as required
- Participating in annual self reflection and Performance Management procedures, identifying and requesting INSET opportunities as necessary
- Participating in collaborative work and the sharing of best practice

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) (Primary age range) • Degree level or equivalent qualification 	
Knowledge, Skills and Experience	<ul style="list-style-type: none"> • Recent successful experience as a primary teacher • Successful and varied teaching experience as a teacher or trainee • Experience of teaching mathematics and English within a primary setting • Teaching phonics 	<ul style="list-style-type: none"> • Experience of working in an Educational setting and in a Multi-Academy Trust • Teaching pupils in more than one key stage • Experience of leading one or more curriculum subject • Experience of leading a core subject
Professional Knowledge	<ul style="list-style-type: none"> • Knowledge and clear understanding of the statutory framework for education, new and innovative developments within education • Detailed knowledge and understanding of education in the primary age phase, including tracking and monitoring pupil progress 	<ul style="list-style-type: none"> • Knowledge of the Ofsted framework



	<ul style="list-style-type: none"> • Knowledge of successful strategies for assessing and raising pupils' achievement in particular the National Curriculum English and Maths assessment frameworks • Knowledge of a range of practical approaches to teaching to support the application of learning 	
Professional skills	<ul style="list-style-type: none"> • Positive pupil and classroom management skills • Familiarity with ICT in learning • Communicate effectively with a range of different stakeholders with well-developed interpersonal skills 	<ul style="list-style-type: none"> • Collect evidence and research in order to make sound judgements against set criteria
Commitment	Demonstrate a commitment to: <ol style="list-style-type: none"> a. Safeguarding, child protection and health and safety b. Equality Act 2010 c. promoting the school's vision and ethos d. promoting high ethical standards e. relating positively to and showing respect for all members of the school and wider community f. on-going relevant professional self-development g. collaborative working 	