

Job Description and Person Specification

Classroom Teacher

Job details	
Job title	Classroom Teacher
School	Poplars Community Primary School
Location	St Margaret's Road, Lowestoft, Suffolk, NR32 4HN.
Grade	M1 – UPS3 (dependant on experience)
Responsible to	The Headteacher and members of the SLT.
Responsible for	Support staff (if required)
Effective date	After Easter start (April 2023)

Purpose of the Role
<ul style="list-style-type: none"> • Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all. • Be responsible and accountable for achieving the highest possible standards in work and conduct. • Treat pupils with dignity, building relationships rooted in mutual respect, and always observe proper boundaries appropriate to a teacher's professional position. • Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils. • Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012). • Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
Context
<p>Job Family: Classroom Teacher</p> <p>All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school and against their career stage expectation objectives.</p>

Accountability – Job Description
1. TEACHING, LEARNING AND ASSESSMENT
<p>1a. Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.</p> <p>1b. Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.</p>

1c. Be accountable for the attainment, progress and outcomes of pupils you teach.
1d. Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on this demonstrating knowledge and understanding of how pupils learn.
1e. Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
1f. Demonstrate an understanding of and take responsibility for promoting high standards of English, including the correct use of spoken English (whatever your specialist subject).
1g. If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies.
1h. Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
1i. Make accurate and productive use of assessment to secure pupils' progress.
1j. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
1k. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
1l. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
1m. Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.
2. BEHAVIOUR AND SAFETY
2a. Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
2b. Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils.
2c. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
2d. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2e. Have high expectations of behaviour, promoting self-control and independence of all learners.
2f. Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
2g. Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
3. TEAM WORKING AND COLLABORATION
3a. Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
3b. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

3c. Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
3d. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
3e. Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.
4. WIDER PROFESSIONAL RESPONSIBILITIES
4a. Work collaboratively with others to develop effective professional relationships.
4b. Deploy support staff effectively as appropriate.
4c. Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate.
4d. Communicate and co-operate with relevant external bodies.
4e. Make a positive contribution to the wider life and ethos of the school.
5. ADMINISTRATION
5a. Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
5b. Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.
6. PROFESSIONAL DEVELOPMENT
6a. Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
6b. Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
6c. Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.
7. OTHER RESPONSIBILITIES
7a. To have professional regard for the ethos, policies and practices of the school in which you teach and maintain high standards in your own attendance and punctuality.
7b. Perform any reasonable duties as requested by the headteacher.

Person specification	Essential	Desirable
Qualifications		
	<ul style="list-style-type: none"> Degree or Equivalent. Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> Degree at 2:1 or above. GCSE/O-Level maths and English at Grade B or above.
Experience		
	<ul style="list-style-type: none"> Experience of teaching in EYFS, KS1 or KS2. A secure understanding of assessment for learning. Evidence of recent and ongoing professional development. 	<ul style="list-style-type: none"> Familiarity with working in a school situated in an area of deprivation. Experience of working in more than one primary school.
Skills/knowledge		
	<ul style="list-style-type: none"> An excellent knowledge and understanding of the National Curriculum. The ability to plan creative and interesting learning opportunities for pupils. Ability to use assessment strategies, identify next steps in learning and deliver lessons which meet the needs of all pupils, including the more able and those with SEND. Proven successful behaviour management strategies. The ability to develop positive working relationships with pupils. A commitment to further training to improve teaching and learning and personal skills. The ability to work positively as an effective member of a team with a range of colleagues. High levels of emotional intelligence. Good literacy and communication skills in accurate spoken English. Flexible and adaptable. Ambitious and driven. Commitment to maintain value and ethos that nurture and safeguard children. 	<ul style="list-style-type: none"> Skills and/or experiences that would contribute to the school's extended school opportunities.

General information

- The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job.
- Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.
- Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion.
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.