

## Fixed term 0.4 KS1 Class Teacher

<b>Post Title:</b>	<b>Fixed Term 0.4 KS1 Class Teacher</b>
<b>Purpose:</b>	To carry out the professional duties of a teacher under the teacher's contract, ensuring the education and welfare of a class/group of pupils, having due regard to the school's aims, values and curriculum.
<b>Reporting to:</b>	Deputy Headteachers/Headteacher
<b>Responsible for:</b>	Teaching in the Primary Phase
<b>Liaising with:</b>	SLT
<b>Disclosure level</b>	Enhanced
<b>MAIN (CORE) DUTIES</b>	
<b>Operational/ Strategic Planning</b>	<ul style="list-style-type: none"> <li>• Displaying commitment to the ethos and success of the school.</li> <li>• Contributing to the school's process of self-evaluation and development</li> <li>• Being familiar with the school's systems, structures, policies and procedures.</li> <li>• Actively supporting school activities where required, including attending educational trips, extra-curricular activities and parents' evenings, which may require some out-of-hours availability.</li> <li>• Plan appropriate, stimulating teaching to achieve progression and enjoyment of learning.</li> <li>• Promote and safeguard the welfare of children.</li> <li>• To contribute to, and promote, the vision, culture and ethos of the school and Trust.</li> <li>• Work closely with curriculum leaders, to ensure that standards and achievement are monitored to raise the levels of achievement of pupils and staff. Provide written reports when required.</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• An excellent standard of classroom practice</li> <li>• High expectations for all learners</li> <li>• Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, and specifications for all relevant areas of the Curriculum.</li> <li>• Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold – thereby deepening the pupils' knowledge and understanding.</li> <li>• A thorough understanding of assessment for learning and how to apply this to all lessons.</li> <li>• Understanding of effective techniques and policies for behaviour management</li> <li>• Knowledge and experience of up-to-date developments in IT and E-Learning.</li> <li>• Leading and monitoring a subject or initiative throughout school ensuring the design fits with our whole school curriculum design model.</li> </ul>

<b>Planning, Teaching, Learning &amp; Classroom Management</b>	<ul style="list-style-type: none"> <li>• Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, promoting effective behaviour for learning.</li> <li>• Plan and deliver appropriate, engaging learning in the assigned class in line with the national requirements and school policies.</li> <li>• Provide lessons which are well structured and provide appropriate support and challenge for all groups of pupils based on effective use of assessment to inform next step learning.</li> <li>• Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment.</li> <li>• Identifying and meeting the needs of SEN or very able pupils ensuring high expectations and that every child meets their full potential.</li> <li>• Be prepared to have your own teaching observed to improve effectiveness.</li> <li>• Use Planning, Preparation and Assessment time effectively Delivering learning in accordance with the curriculum, national guidelines and the school's strategy.</li> <li>• Self-evaluating their teaching to improve effectiveness.</li> <li>• Make effective use of data to ensure pupils make appropriate progress.</li> </ul>
<b>Pastoral Support</b>	<ul style="list-style-type: none"> <li>• Carrying out other duties that support pupils' learning while operating in accordance with the school's policies and procedures.</li> <li>• Working as part of a team to evaluate and develop pupils' learning needs.</li> <li>• Enforcing the school's Behaviour Policy through effective classroom management.</li> <li>• Encouraging pupils to develop and use their creativity and initiative, gain increased independence, and undertake new responsibilities.</li> <li>• Being familiar with the 'Special educational needs and disability code of practice: 0 to 25 years' and supporting pupils with SEND appropriately.</li> <li>• Understanding the school's safeguarding procedures and actively promoting pupils' wellbeing and safety.</li> <li>• Being aware of and supporting differences and ensuring that the school's equality and diversity policies are supported.</li> <li>• Establishing constructive relationships and open communication with staff, parents, children and other agencies/professionals.</li> </ul>
<b>Monitoring and Reporting:</b>	<ul style="list-style-type: none"> <li>• Assess how well learning objectives/success criteria have been achieved and use them to improve specific aspects of teaching.</li> <li>• Mark pupils' work effectively identifying achievement, next steps and setting targets for progress.</li> <li>• Provide verbal feedback to pupils during lessons to develop learning.</li> <li>• Monitor strengths and weaknesses in pupils learning and use this to inform planning/work.</li> <li>• Set challenging end of year targets for pupils and put actions in place to enable them to achieve them.</li> <li>• Write/collate high quality and informative individual, positive, honest annual reports to parents/carers and discuss pupil's progress and welfare at parents' meetings and other occasions developing positive relationships.</li> <li>• To work with others to manage the monitoring and evaluation of the impact of teaching</li> </ul>
<b>Professional Standards and development</b>	<ul style="list-style-type: none"> <li>• Understand the professional responsibilities in relation to school policies and practices and in so doing actively support and reinforce those policies. E.g. anti-bullying, homework, behaviour.</li> <li>• Have a clear understanding of the role of the Governing Body.</li> </ul>

	<ul style="list-style-type: none"> <li>• Set a good example around the whole school, in appearance and personal conduct.</li> <li>• Establish effective working relationships with other professional colleagues, not only those within school, but those from outside agencies.</li> <li>• Attend meetings within the constraints of directed time and contribute to the development of schemes of work.</li> <li>• Assist in the development of the School Curriculum in line with the School's Development Plan.</li> <li>• Assist in the maintenance of good discipline in and around school.</li> <li>• To ensure effective communication/consultation as appropriate with Head Teachers, DSL (s) and Governors.</li> <li>• To represent the Trust's views and interests.</li> <li>• The post holder must attend relevant training annually in keeping with national agendas and local needs.</li> <li>• To promote teamwork and to play an active role to ensure effective working relations.</li> <li>• To act as a positive role model.</li> <li>• Keeping up to date with, and remaining knowledgeable about, the requirements of the curriculum and national guidelines</li> <li>• Undertaking relevant CPD</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.</li> <li>• Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.</li> <li>• Creative, enthusiastic, and proactive, keen to embrace new ideas and challenges.</li> <li>• Approachable, caring, and empathetic</li> <li>• Flexible, listens and is prepared to seek advice and support.</li> <li>• Committed to continuing professional development for self and others.</li> <li>• Committed to active parental involvement.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Liaising with the curriculum lead to ensure teaching is delivered in line with school expectations and goals.</li> <li>• Working with the SENCO to ensure pupils with SEND are appropriately supported.</li> <li>• Working with the DSL and their deputies to ensure safeguarding is promoted.</li> <li>• Working with the designated teacher for LAC to support LAC and previously LAC.</li> <li>• Liaise and support non-teaching staff, students, and parents in school.</li> <li>• Liaise with professional agencies when necessary.</li> <li>• Prepare reports, information for Governors, Headteacher, parents and staff as required</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To manage the available resources within the limits, guidelines and procedures laid down.</li> </ul>
<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To promote the welfare of children and to support the school in delivery of this through relevant policies and procedures.</li> </ul>
<b>Additional Duties:</b>	
<ul style="list-style-type: none"> <li>• To play a full part in the life of the school, to support its distinctive mission and ethos and to encourage and ensure staff follow this example.</li> <li>• Operate at all times within the stated policies and practices of the school.</li> </ul>	

<ul style="list-style-type: none"> <li>• Endeavour to give every child the opportunity to reach their potential and meet high expectations.</li> <li>• Contribute to the life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.</li> <li>• Contribute to the life and work of the school and its community commensurate with your status.</li> <li>• Participate in professional development.</li> <li>• Develop appropriate liaison with all teaching and support staff.</li> <li>• Liaise effectively with parents and Governors and actively promote their involvement in the life of the school.</li> <li>• Participate in the agreed arrangement for the management of your performance.</li> <li>• Take on any additional responsibilities that might from time to time be determined</li> </ul>
<b>Other Specific Duties:</b>
<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>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.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>
<p>This job description is current at the date shown, but, in consultation with you, may be changed by the CEO to reflect or anticipate changes in the job commensurate with the grade and job title.</p>

**PERSONAL SPECIFICATION**

	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status	X	
Evidence of further professional development	X	
GCSE/A-Level qualifications A-C in English and Maths	X	
<b>Knowledge and understanding</b>		
To have a thorough understanding of the National Curriculum.	X	
An understanding and passion to teach within KS1	X	
Experience of leading a curriculum area throughout school		X
Experience of leading a core subject or initiative throughout school with proven impact on whole school development		X
An understanding of how learning attitudes can lead to successful learning	X	
Have knowledge and understanding of effective behaviour management strategies	X	
Have a thorough and up-to-date knowledge and understanding of current educational issues school face	X	
<b>Communication</b>		
The ability to communicate effectively in a verbal and written form to a range of audiences including children, staff, parents, and other professionals	X	
To use consistently accurate Standard English and correct grammar in all written communication	X	
To model Standard English and correct grammar in all communication with children	X	
Able to work as part of a team	X	

To be committed to the values of the school to 'Inspire today's children to embrace tomorrow's challenges.'	X	
<b>Skills and Attitudes</b>		
To be able to effectively use a variety of teaching and organisational styles and resources including ICT	X	
Ability to set high standards and provide a role model for staff and pupils	X	
Ability to deal sensitively with people and resolve conflicts	X	
Ability to use a range of behaviour strategies that promote a positive learning environment that reflects mutual trust and understanding	X	
To have a clear understanding of expected pupil progress	X	
Experience of delivering Standardised National Curriculum Assessments in KS1		X
Ability to assess where children are and use this to inform the next steps in their learning, supported by data analysis	X	
Ability to teach all pupils regardless of need, being inclusive and promoting an inclusive classroom environment.	X	
Be able to demonstrate outstanding classroom practice and articulate what constitutes effective teaching and learning within your phase	X	
Ability to work effectively as part of a team of staff and governors.	X	
Ability to inspire and motivate children and staff, being an exemplary practitioner who leads by example with high standards of all and working in strategic partnership with all stakeholders lead and raise the quality of learning and teaching.	X	
<b>Personal Qualities</b>		
Passionate about Teaching and Learning	X	
Open minded, self-evaluate and adaptable to changing circumstances and new ideas	X	
Displays warmth, care, and sensitivity in dealing with children and adults	X	
Able to enthuse and reflect upon experience	X	
When all the above fail, maintain a good sense of humour, a willingness to learn and the determination to continue to strive for excellence.	X	
Self-motivated. Ability to be creative in supporting change to meet priorities in the School Development Plan.	X	

Date: January 2024