

## ROCKLAND ST MARY PRIMARY SCHOOL AND NURSERY JOB DESCRIPTION

### CLASS TEACHER KS2 Y3/4

<b>Line Manager</b>	Headteacher
<b>Line Managing</b>	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities
<b>Salary</b>	MPS minimum to MPS maximum

### THE POST

Rockland St Mary Primary School and Nursery is member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 11 primary and 9 secondary schools.

The first six months of employment will be a probationary period and employment may be terminated by the Trust during this period at any time on one week's prior written notice. The Trust may, at its absolute discretion, extend this period for up to a further six months. During this probationary period, performance and suitability for continued employment will be monitored.

The school is committed to the professional development of all staff and provides a safe and supporting environment to work in.

### PERSON SPECIFICATION

**Personal Qualities.** Rockland St Mary Primary School and Nursery expects its teachers to have the following personal qualities:

- Be an innovative, independent thinker with the capacity for strategic thinking;
- Be creative and proactive in finding solutions;
- Be flexible and adaptive to changing needs and priorities;
- Be resilient, calm and tenacious under pressure;
- Be insightful and analytical with good problem-solving skills;
- Have excellent communication skills and evidence of being able to build and sustain effective working relationships with staff, students, parents and the wider community;
- Be a self-reflective practitioner who always seeks to improve;
- See the 'big picture' in relation to whole school priorities & improvement;
- Able to reason their educational philosophy, in tune with the school ethos;
- Be willing to contribute to the extra-curricular life of the school;
- Possess a sense of humour;
- Have the ability to inspire and enthuse staff and students about their subject;
- Be highly self-motivated, able to energise and motivate others;
- Be insightful and understanding of national, international and research developments relevant to teaching and learning in their subject.

**Professional Competence.** Rockland St Mary Primary School and Nursery expects its teachers to have the following professional competences:

- Be an exceptional teacher with evidence of impact on student outcomes with a proven track record of total commitment to helping every student achieve their very best and make progress;
- Have excellent understanding of what constitutes excellence in teaching and learning;
- Have a keen understanding of data and be able to analyse patterns in performance over time;
- Be a positive role model for students and staff on a day-to-day basis;
- Collaborate effectively with staff, parents/carers and students;
- Liaise and work with partner schools and other relevant external agencies in the pursuit of continued improvement;
- Excite and engage visitors about the School at Open Days and all other events;
- Have very high expectations of the learning of all students at all times;

## **JOB SPECIFICATION**

### **General Responsibilities**

The successful candidate will be employed as a teacher under the standard conditions of service for teachers at Rockland Primary School and Nursery.

The teacher will be responsible to the Headteacher, for teaching classes in the school using their skill, experience and best endeavors and in accordance with Teachers' Standards. They will abide by the Code of Conduct for Staff and Volunteers at Rockland St Mary Primary School and Nursery. A contribution to the wider life of the school is an expectation of all staff, for example by supporting extra-curricular activities.

Rockland Primary School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

A non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required.

### **Specific Responsibilities**

- Have lead responsibilities for a subject (ECTs will not need to lead a subject in the first instance) and develop plans which identify clear targets and success criteria for its development and/or maintenance.
- Assist in the procurement, organisation and review of teaching resources, equipment and materials with particular reference to subject responsibility.
- Contribute to the whole school planning activities.
- Offer advice and support to all members of staff as appropriate.

### **Teaching**

- To teach within the age-range 3 -11 years
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach following the National Curriculum, Early years Foundation Stage, and other agreed schemes adopted by the school
- Use a variety of teaching and learning styles to keep all pupils engaged
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn to ensure progression in learning

- Ensure that improvements in literacy, numeracy and ICT are targeted and that children are involved in the target setting process
- Address the individual needs of the children in teaching, taking account of the need for differentiation and by liaising with support staff
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs
- 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
- Ensure that children have a clear idea of what is expected and understand what they are aiming for
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for settling challenging objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Apply the principles of Assessment for Learning in the classroom and Assessing Pupil Progress for whole staff monitoring of children's work to ensure consistency of practice across the school
- 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
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of STPC document

### **Behaviour and Safety**

- 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
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current STPC document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- 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
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction period and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral function of the school
- Participate fully in designation hand over meetings with colleagues to discuss children with new teachers at the end of the school year

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Contribute positively and effectively to the Every Child Matters agenda
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils achievement and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with cluster schools
- Participate in the extra curricula life of the school life of the school
- Make a positive contribution to the wider life and ethos of the school and its links with the community

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current STPC document

### **Professional Development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils progress, attainment and well being, refining your approach where necessary and responding to colleague feedback
- Be responsible for improving your teaching through participating in training and development opportunities identified by the school, or as developed as an outcome of your appraisal

### **Other**

- To be responsible to the Executive Headteacher, or in their absence, to the Deputy Executive Headteacher
- 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
- Perform any reasonable duties as requested by the Executive Headteacher

- Plan and deliver good/outstanding lessons for all abilities;
- Monitor progress of the students in your classes and be prepared to provide evidence of both impact and progress;
- Liaise with the SENDCo and plan appropriately to ensure appropriate support is given to all students;
- Be willing to share teaching strategies and resources and deliver CPD within the School;
- Attend staff meetings and training sessions which may not fall on one of the agreed working days;
- Implement agreed school policies and guidelines;
- Provide cover, where possible for other part time staff;
- Keep up to date with school communications from the days not worked;
- Ensure handovers take place each week with the other employee who is part of the job share agreement;
- Share the planning, assessment and report writing with the other employee who is part job share agreement;
- Share parent consultations and wider school duties such as trips and after school events with the other employee who is part of the job share agreement;
- Support initiatives decided by the Headteacher and staff;
- Have class responsibility for the academic achievement and pastoral care of the children in their class;
- Provide the curriculum as agreed within the school in a stimulating classroom environment;
- Monitor and assess the children's progress and be able to set clear targets, based on prior attainment, for pupils' learning;
- Keep appropriate and efficient records, integrating formative and summative assessment into planning;
- Report to parents on the development, progress and attainment of pupils;
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;
- Participate in meetings which relate to the school's management, curriculum or organisation;
- Lead, organise and direct support staff within the classroom;
- Meet deadlines for planning, target setting, report writing and other such tasks.

## **REMUNERATION**

### Salary Details:

- MPR minimum to UPR maximum.

All payments are pensionable under the Teachers' Pension Scheme.

## **DRESS CODE**

The post holder will be expected to wear appropriate business attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify Rockland St Mary Primary School and Nursery employees.

## **PRE-EMPLOYMENT CHECKS**

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

## **REVIEW**

The Job Description will be reviewed annually as part of Rockland St Mary Primary school and Nursery School's Performance Management programme.