St Paul with St Luke C of E Primary School

Leopold Street, London E3 4LA

Tel: 0207 987 4624

Email: admin@spsl.towerhamlets.sch.uk

Website: <http://www.spsl.towerhamlets.sch.uk/>

**Job description: Class Teacher KS2**

# Job details

**Post:** Class Teacher

**Salary:** MPS

**Accountable to:** Head of School and Governors

***This job description should read alongside the duties of a teacher as set out in the annual Teacher’s Pay and Conditions document***

**JOB PURPOSE**

* To carry out the duties of a school teacher as set out in the current School Teachers’ Pay and Conditions document, subject to amendments due to government legislation. This includes any duties as may be reasonable directed by the Head of School.
* To facilitate and encourage learning which enables children to achieve high standards, to share and support the corporate responsibility for well-being, education and discipline of all children.
* To be committed to and actively promote the school’s equality policy.
* To uphold the school’s principles and policies which underpin good practice and the raising of standards, and to uphold and promote the school’s aims, vision and values
* Work together, as part of a team, to develop areas of provision that impact positively on learning and teaching throughout the school.
* To take an active role in the School Self Evaluation process
* To actively undertake personal professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

**PERFORMANCE MANAGEMENT/APPAISAL**

**Knowledge and Understanding**

* Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work in EYFS, KS1 or KS2

**Teaching and Assessment**

* Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils’ individual learning needs
* Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management.
* Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.

**Pupil Progress**

* Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils’ prior attainment, making progress as good or better than similar pupils nationally.

**Wider Professional Effectiveness**

* Take responsibility for your professional development and use the outcomes to improve your teaching and pupils’ learning
* Make an active contribution to the policies and aspirations of the school

**Professional Characteristics**

* Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
	+ - inspiring trust and confidence,
		- building team and commitment,
		- engaging and motivating pupils,
		- analytical thinking,
		- taking positive action to improve the quality of pupils’ learning

**Principal Accountabilities – all Class Teachers**

* Support the school’s aims to provide a happy, orderly and stimulating environment in which children learn effectively and gain the highest possible achievements, building successful relationships, centred on teaching and learning establishing a purposeful learning environment where diversity is valued and where children feel secure and confident.
* Have high expectations of all pupils and be committed to raising their educational achievement
* Use secure knowledge and understanding of the Early Years Foundation Stage and National Curriculum and use this to plan, implement and assess the curriculum.
* Demonstrate good classroom practice, expecting and maintaining high standards of work for all learners.
* Set challenging teaching and learning objectives which are relevant to all children in your class based on your knowledge of the children, past and current achievement, the expected standards for children of the relevant age group and the range and content of work relevant to children of that age.
* Use teaching and learning objectives to plan lessons, and sequences of lessons, showing how you will assess children’s learning. Take account of and support children’s varying needs so that girls and boys, from all ethnic groups can make good progress.
* Teach clearly structured lessons or sequences of work which interest and motivate children, make learning objectives clear, employ interactive teaching methods and collaborative group work, and promote active and independent learning that enables children to think for themselves and to plan and manage their own learning.
* Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils’ progress towards planned learning objectives, and use this information to improve teaching and learning.
* Monitor and assess as you teach, giving immediate and constructive feedback to support children as they learn, involving children in reflecting on, evaluating and improving their own performance.
* Identify, asses and meet the needs of children for whom English is an additional language. Ensure additional support is focused on raising achievement of all children with EAL and that approaches to teaching and learning meet the needs of these children.
* Monitor, record and track to progress of each child in the class and respond with appropriate curriculum changes in light of that assessment.
* Use ICT effectively in planning, teaching and learning and assessment and to support your wider professional role.
* Identify and assess the special educational needs of individual children in liaison with the SENCO, and share the responsibility for meeting those needs with other designated staff.
* Encourage all children to develop a sense of responsibility for themselves, others and their environment, and to promote a positive ethos in which high self-esteem is fostered.
* Demonstrate and promote the positive values, attitudes and behaviour that you expect from the children and use a range of strategies to promote good behaviour and establish a purposeful learning environment.
* Foster good relationships with parents and form a partnership for the education of the child, involving them where possible in the learning process. Communicate sensitively and effectively with them, recognising their role in children’s learning, and their rights, responsibilities and interests in this.
* Work to implement equality of opportunity and an inclusive ethos throughout the school.
* Actively contribute to the progress of the key outcomes of the School Improvement Plan, and the on-going school self-evaluation cycle.
* Be aware of the annual data produced in relation to the school and be able to analyse and use it to ensure progress of the children within your class.
* Improve your own teaching, by evaluating it, learning from the effective practice of others and from evidence.
* Be motivated and take responsibility for your own professional development.

**Wider Professional Effectiveness**

* Make an active contribution to the policies and aspirations of the school
* Take responsibility for your professional development and use the outcomes to improve your teaching and pupils’ learning

**Performance Measures**

The postholder will be line managed and performance managed by: Head of School

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these as part of the school’s performance management cycle.

The above job description was agreed on ………………………………………………………… (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss any proposed amendments. It will be reviewed as part of the annual performance process.

# **Person specification**

**Person specification: Class Teacher**

**Appointment for January 2024**

**Salary Scale: Main Scale**

*We seek a person who communicates enthusiasm, drive, determination in order to inspire and motivate children. Candidates are strongly advised to address all of the following points on the application form. These criteria will be used for shortlisting purposes and candidates will be selected for interview by the extent to which they meet the criteria. They will also be tested during the interview process.*

**Essential (E) or Desirable (D)**

**Evident in Application (A) and/or Interview (I)**

|  |
| --- |
| **Qualifications, Experience and Training**  |
| 1. Qualified Teacher Status (QTS)
2. Excellent classroom practitioner
3. A commitment to own continuing professional development
4. Experience of working in similar inner city primary schools
5. Experience of working in a church school

**Knowledge, Skills & Understanding** | EEEDD | AA IA IA IA I |
| 1. Knowledge and understanding of the Early Years Foundation Curriculum/National Primary Curriculum
2. Knowledge of effective teaching and learning strategies and know how to use and adapt them
3. Knowledge of effective behaviour management strategies
4. Ability to create a happy, stimulating and effective learning environment
5. Develop good personal relationships with colleagues and work effectively in a team
6. Communicate effectively (both orally and in writing) to a variety of audiences
7. Understand what is meant by safeguarding and the different way in which children can be harmed and comply with current safeguarding children procedures

 1. Ability to demonstrate persistent focus on pupil’s achievement and raising standards
2. Proven ability to inspire, lead and motivate
3. Able to lead the school in developing an area of the curriculum (not applicable to ECTs)
4. Experiences of interrogating pupil progress data

Enjoy inspiring excitement and curiosity with a positive and enthusiastic outlook towards the challenges and changes in primary education | EEEEEEEEDDEE | A IA IA IA IA IA IA IA IA IA IA IA I |
| **Values** |  |  |
| 1. Hold a strong belief that children are at the heart of all you do and are committed to equality of opportunity, inclusion and excellence for all
2. Commitment to the entitlement of every child to excel as a learner and reach their potential as a well-rounded individual
3. Establish strong rapport with children, parents, staff and the wider community based on mutual trust and understanding
4. Actively promote the welfare of children to achieve the best possible outcomes for every child
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| **Professional Qualities**  |
| 1. An enthusiasm and energy for teaching, learning and school improvement
2. A commitment to inclusion, equality of opportunity and high standards of achievement for all
3. Flexibility, integrity, optimism, resilience, confidence and self-awareness
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*St Paul with St Luke C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

*This post which is exempt under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 which lists a number of occupations which are exempt from the provisions of the Act regarding ‘spent’ convictions.*

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teacher will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

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**Notes**

This job description may be amended at any time in consultation with the post holder.

Last review date:

Next review date:

Head of School/line manager’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Post holder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_