

NEWLANDS COMMUNITY PRIMARY SCHOOL



Job Description

Class Teacher

School	Newlands Community Primary School
Post title	Class Teacher
Job purpose	• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of pupils as a teacher. • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. • To contribute to raising standards of pupil attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment.
To whom the postholder reports to	The postholder is responsible to: • The Headteacher / Principal in all matters • The relevant member of the school leadership group in respect of curriculum and pastoral matters The postholder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school/college.
Duties and responsibilities specific to the post	• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. • To contribute to the achievement of the school's development plan and its implementation. • To plan and prepare lessons. • To contribute to the whole school's planning activities.

Generic duties and responsibilities	To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with: • School policies and guidelines on the curriculum and school organisation • County policies • National Professional Standards for Teachers • National Standards for Subject Leaders • The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment • Common core of skills and knowledge for the children's workforce. • All teachers have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with. The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

Whole School Curriculum Leadership

TLR 2

Fulfil the role of Curriculum Lead Teacher. This will include:

Leadership and management

- Support and implement the vision and ethos of the school
- Contribute to, implement and evaluate the success of the school improvement plan relevant to your TLR area
- Ensure that the work of your team is inclusive and issues are addressed in pastoral and/or curriculum management
- Ensure policies are translated into practice by your team and that you bring to the attention of the senior leadership team any which may need revisions or amendments
- As part of the senior leadership team, lead on the school self-evaluation process for Curriculum Innovation including lesson observations, monitoring of school standards and bringing about improvement
- As appropriate contribute to the writing of self-evaluation and policy documents
- Promote cross-curricular approaches to teaching and learning
- Be a proactive and effective member of the school leadership team

i) Be an effective role model for your team in terms of teaching, behaviour and classroom management.

Teaching and learning responsibility

- a) Lead on the whole school curriculum ensuring continuity, consistency, balance, match and progression
- b) Develop, demonstrate and promote teaching and learning activities appropriate to the age and ability range.

Monitoring and assessment

- a) as part of the senior leadership team, contribute to, monitor and review the impact of teaching and pupil progress through the use of the school's online tracking system and the analysis of data, ensuring the use of information for planning and target setting.
- b) Monitor standards across the curriculum including reviewing planning, scrutinising pupils' work, conducting pupil interviews and moderating assessment judgements.

Deployment of staff and resources

- a) Support the headteacher in the effective deployment of staff in your TLR area
- b) Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area
- c) Manage, monitor and accurately account for any budget for the curriculum areas
- d) Evaluate, organise and monitor the use of resources.

Staff development

- a) Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your TLR area
- b) Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- c) Ensure you keep up to date with current developments in the curriculum and disseminate information as appropriate.

Review of Performance

Performance management reviews will focus on the post holder's responsibilities and professional development linked to the school improvement priorities. Any other duties deemed reasonable, as directed by the Headteacher. This job description may be reviewed at the end of the academic year (or earlier if necessary) and can be amended after consultation with the post holder.

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Personnel Specification

Class Teacher

E – Essential **D** – Desirable

<u>Attributes</u>		
1.	<u>Qualifications</u>	▪ Qualified teacher status. (E) ▪ Meet the criteria in the National Standards for Qualified Teacher Status (E) ▪ Evidence of professional development link to curriculum leadership (D) ▪ NPQ completed or in progress (D)
2.	<u>Experience and skills</u>	▪ Experience in key stage 1 or 2. (E) ▪ Evidence of raising standards of attainment for all pupils. (E) ▪ Evidence of recent professional development. (E) ▪ Ability to create an engaging learning environment for all children. (E) ▪ Experience in curriculum leadership. (E) ▪ Experience in leading a wider team. (D)
4.	<u>Relationships</u>	▪ Ability to build effective working relationships with staff and other stakeholders, both orally and in writing (E) ▪ Experience of working effectively with parents to support learning. (E) ▪ Ability to develop relationships with children to promote positive behaviour and learning. (E)
5.	<u>Curriculum</u>	▪ Expert knowledge of the National Curriculum (E) ▪ Understanding of high-quality teaching and learning strategies, and the ability to model this for others and support others to improve (E) ▪ Understanding of how to design and develop a well-sequenced curriculum (E) ▪ Understanding of assessment and data and how to use assessment data effectively (E)

6.	<u>Resource Management</u>	▪ Experience in managing a budget. (E) ▪ Ability to manage, timetable and organise groups and tasks. (E) ▪ Ability to motivate others through personal influence and example. (E) ▪ An understanding of the vital importance of Health and Safety policy and practice. (E) ▪ Ability to organise and manage additional adults within the classroom to support improved outcomes for pupils. (E)
7.	<u>Governors</u>	• An understanding of the role of the Governing Body. (E) • Experience of being a member of a governing body or reporting to a governing body. (D)
8.	<u>SEN</u>	▪ Experience of SEND code of practice and how this relates to curriculum programmes of study. (E) ▪ Expert delivery of adapted curriculum to meet the needs of all pupils. (E) ▪ Evidence of improved attainment for pupils with SEN. (E)
9.	<u>Professional Qualities</u>	▪ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school (E) ▪ Uphold and promote the ethos and values of the school(E) ▪ Ability to work under pressure and prioritise effectively (E) ▪ Understanding of confidentiality(E) ▪ Commitment to safeguarding and equality (E)