



Job Description & Person Specification

Job Title: Primary Teacher

Scale: Teachers Pay Scale

Job Purpose:

- To create a learning environment in which all pupils flourish.
 - To take responsibility for the wellbeing and safeguarding of pupils.
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Reporting Arrangements

Reporting to: Head of School

Main Responsibilities:

1. Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes;
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own learning.

3. Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the curriculum, foster and maintain pupils' interest and address misunderstandings;
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English;
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and intellectual curiosity;
- Set Home Learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum.

5. Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment:

- Know and understand how to assess the curriculum, including statutory assessment requirements;
- Make use of formative and summative assessment to secure pupil progress;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy;
- Have high expectations of behaviour, 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 involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate Professional Learning, responding to advice and feedback from colleagues;
- Communicate effectively with parents and carers with regard to pupils' achievements and well-being.

Trust Responsibilities:

- Adhere to all Trust policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.

- Demonstrate commitment to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the Trust provides a workplace and delivers services that do not discriminate against people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.
- Work flexibly in the interests of the service (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Travel between different sites of the Laurus Trust as required.
- Actively participate in performance reviews at regular intervals in accordance with Trust procedures.
- Undertake training courses organised by the Trust where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Refrain from smoking in any areas of Trust premises.
- Behave in a manner that ensures the security of property and resources.
- Demonstrate consistently high standards of personal and professional conduct as defined in The Laurus Trust Code of Conduct Policy.

Safeguarding:

The Laurus Trust and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

Core Behaviours:

As your sphere of influence grows, so grows your responsibility for stewardship of these guiding principles and qualities:

- Show unswerving commitment to the shared vision and values – *badge on shirt.*
- Demonstrate impeccable standards of competency within areas of expertise - *focus on learning.*
- Have a sense of urgency for sustainable results - *does whatever it takes.*
- Challenge the status quo - *eye on the horizon.*
- Strive for autonomy whilst securing accountability - *develops agency in others.*
- Focus on team over self - *demonstrates self-sacrificial leadership.*
- Commit to continuous improvement for self and others - *recognises that better is possible.*
- Build trust through clear communication and expectations - *develops commitment to the vision in others.*

Person Specification:

Attributes	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> ● Qualified Teacher Status ● Good Honours Degree 2.2 and above 	
Knowledge and Experience	<ul style="list-style-type: none"> ● Experience of teaching statutory Primary Curricula ● Secure understanding of the National Curriculum/Early Years Foundation Stage Framework ● Principles and practices of monitoring/assessments/evaluations ● The application of technology to learning and teaching in subject area(s) ● Ability to demonstrate high expectations of pupil behaviour and establishment of a clear framework to promote self control and independent learning ● Principles and practices of effective teaching and learning ● Evidence of setting and assessing clear objectives ● Preparation of schemes of work and lessons ● Strong IT Skills including Microsoft PowerPoint, Excel, Word and Outlook 	<ul style="list-style-type: none"> ● Experience of teaching EYFS/KS1.
Skills	<ul style="list-style-type: none"> ● Confident and innovative teaching ● Enthusiastic and able to engender enthusiasm in others ● Excellent planning and organisational skills ● Ability to work as a member of a team ● Effective communication skills 	
Other Qualities	<ul style="list-style-type: none"> ● Professional approach ● Commitment to an inclusive ethos with the view that “Every Child Matters and Can Achieve” ● Flexible ● Approachable ● Initiative ● Energy, optimism and enthusiasm ● Commitment to safeguarding and promoting the welfare of children 	<ul style="list-style-type: none"> ● Full driving licence

