

FOXBOROUGH PRIMARY SCHOOL – Job description

Job title	Main scale teacher
Line managed by	Senior Leader
JOB PURPOSE <ul style="list-style-type: none"> Secure and maintain high quality learning and teaching in order that students are able to make progress and achieve to their potential as successful, resilient and independent learners Support the ethos and aims of Pioneer Educational Trust. 	
KEY AREAS OF IMPACT <p>Strategic Direction:</p> <ul style="list-style-type: none"> Establish and uphold the ethos of the school and the Trust with students through the full implementation of policies; Implement school policy and procedure reflecting the school's commitment to high achievement, ensuring each student is treated as an individual and able to develop as successful learners; Contribute to the development of learning to learn and assessment for learning; Support the Key Stage team and Subject Leaders as required and directed in implementing the department development plan and to assist in evaluating the impact of the plan on teaching and learning. <p>Teaching and Learning:</p> <ul style="list-style-type: none"> Establish and maintain an environment which promotes effective learning and provides an appropriate level of challenge for able students; Liaise with colleagues to ensure the National Curriculum programmes of study and attainment targets are translated into meaningful learning activities and are statutorily delivered as part of the Creative Curriculum; Develop a quality learning environment where the emphasis is on the recognition of positive achievements and where students and staff work co-operatively and collaboratively on purposeful tasks; Work in a team, planning and delivering a curriculum which is matched to the needs of the students in the school; Plan and deliver lessons in accordance with the agreed scheme of work / Key Stage specification, taking account of the specific learning needs of students within the class; Make and develop quality relationships with students, staff and parents; Liaise with colleagues to provide learning experiences which cater for the social, emotional, physical and intellectual needs of individual children; Liaise with Inclusion staff and support staff to develop learning opportunities to match the needs of the students; Develop the assessment of student's levels of achievement using APP materials; Plan homework or other out-of-class work to sustain individual learners' progress and to extend and consolidate learning through the marking of this work where appropriate; Actively promote personalised learning and assessment for learning opportunities for the benefit of the students; Analyse a range of relevant performance data for students in their class and use this to plan future learning and inform target setting; Follow subject and school procedures for the assessment, recording and reporting of student attainment and progress including attendance at parents' evenings; Provide timely and relevant information enabling each student to understand their current levels of attainment and the action they must take to achieve to their potential, including report writing; Actively promote the development of effective links internally and between partner schools and the wider community (locally, nationally and internationally); 	

- Monitor attendance and behaviour of students in their class in accordance with school policy taking appropriate action including contacting parents;
- Take responsibility for a class of mixed ability students in the primary years;
- Undertake the teaching of classes/groups as may reasonably be required by the Executive Principal, Head of School or Line Manager.

Quality Assurance:

- Actively participate in appraisal and professional development;
- Participate, at the request of the Head of School or Line Manager, in the school's monitoring, evaluation and review procedures including evaluation against quality standards and performance criteria;
- Evaluate the impact of their teaching on the progress of all learners and modify their planning and classroom practice where necessary.

Resource Management:

- Follow school procedures in the allocation and use of resources to support effective learning and teaching.

Professional competence and behaviour:

- Maintain professional knowledge and competence;
- Provide a professional, up-to-date and purposeful service;
- Be responsible for their own professional practice and decisions and take responsibility for identifying and meeting their own development needs.

Ethical standards and integrity:

- Establish, maintain and develop professional relationships based on confidence, trust and respect for all colleagues and stakeholders;
- Demonstrate sensitivity for students' and stakeholders' practices, culture and personal beliefs;
- Advance employment and professional practices that promote equality of opportunity, diversity and inclusion;
- Safeguard all confidential and personal data acquired as a result of professional relationships and not use it for personal advantage or for the benefit of third parties.

KNOWLEDGE AND SKILLS

Subject teachers should demonstrate knowledge and understanding of:

- Professional Standards required of all teachers in England;
- School policies and procedures;
- Secure knowledge of subjects/curriculum areas and related pedagogy across the full age range;
- Relevant statutory and non-statutory curricula and frameworks for identified subjects/curriculum areas;
- Schemes of work for subject(s) taught;
- Principles and practices in relation to managing learning and teaching, including behaviour;
- The appropriate application of ICT, literacy and numeracy to support teaching and wider professional activities;
- Health and safety issues as they relate to their particular subject area(s).

SAFEGUARDING

Foxborough Primary School and Pioneer Educational Trust are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

ADDITIONAL DUTIES:

- Play a full part in the life of the school community, support the school ethos and encourage students to follow this example;
- Actively promote school policies;
- Alert the Head of School in the event of any suspected Child Protection issues that may be affecting a learner;
- Reflect on and improve professional practice and take responsibility for identifying and meeting development needs;
- Participate in the school's professional development framework through involvement in staff meetings, in-service training, offering curriculum and professional support to colleagues, home/school partnerships, visits to other schools, organising workshops, etc..., as appropriate;
- Undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above.

ADDITIONAL NOTES

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job profile.

The school 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.

This job profile is current at the date shown but in consultation with you may be changed by the Trust Leadership Team to reflect or anticipate changes in the job commensurate with the grade and job title.