

Post Title	Classroom Teacher – Key Stage 1/2
Responsible To	Headteacher
Grade	MPS/UPS
FTE	1.0fte
Place of Work	Hensingham Primary School

Purpose	<p>To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.</p> <p>To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.</p>
Effective Practice	<ul style="list-style-type: none"> • To plan work for the class in accordance with national and school curriculum policies and in cooperation with middle and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum. • To ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability. • Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience. • To provide children with opportunities to manage their own learning and become independent learners. • To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline. • To foster each child's self-image and esteem and establish relationships which are based on mutual respect. • To maintain a high standard of display both in the classroom and in other areas of the school. • To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning. • To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work. • To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies. • To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment. • To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice. • To liaise with support staff both school based & from external bodies as required. • To take responsibility for the management of other adults in the classroom.

Relationships with Children	<ul style="list-style-type: none"> To ensure that relationships established with children are fair, respectful, trusting, supportive and constructive, communicating sensitively and effectively. Encourage a culture of listening to children, paying attention to what they say and valuing and respecting their views Ensure that the positive values, attitudes and behaviour are demonstrated which the setting expects from the children
Comms and Collaboration	<ul style="list-style-type: none"> Maintain personal expertise and share this with other teachers Establish fair, respectful, trusting and constructive relationships with families and parents/carers, and communicate sensitively and effectively with them To work in partnership with parents / carers and other family members, providing formal and informal opportunities through which information about children's well-being, development and learning can be shared to improve outcomes
Health & Safety	<ul style="list-style-type: none"> Promote the safety and well-being of pupils and staff. Ensure good order and discipline amongst pupils and staff.
General	<ul style="list-style-type: none"> Establish and sustain a culture of collaborative and cooperative working between colleagues Influence and shape the policies and practices of the setting and share in collective responsibility for their implementation Contribute to the work of a multi-professional team and, where appropriate, coordinate and implement agreed programmes and interventions on a day-to-day basis To take up the opportunity to access professional development through self-directed reading, courses and in-service training. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

Professional Duties

The duties required of all teachers under Pay and Conditions of Service Legislation are a necessary part of this description. This description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

The professional duties of a teacher are listed in the School Teachers' Pay and Conditions Document under the following headings:-

Teaching

- planning and preparing courses and lessons
- setting and marking of work
- assessment, recording and reporting

Other activities

- promoting the progress and wellbeing of individuals and classes
- providing guidance on educational and social matters
- making records and reports on the personal and social needs of students
- communicating and consulting with parents of students
- communicating with persons or bodies outside the school
- participating in meetings arranged for any of the purposes above

Assessments and reports

- providing or contributing to oral and written assessments, reports and references for students

Performance management

- participating in statutory arrangements for appraisal

Review, further training and development

- reviewing from time to time methods of teaching and programmes of work
- participating in arrangements for training and professional development

Educational methods

- advising and co-operating on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Discipline, health and safety

- maintaining good order and discipline among students and safeguarding their health and safety

Staff meetings

- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

Cover

- teaching any students whose teacher is not available to teach them

Public examinations

- participating in all arrangements for public examinations

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of recent and relevant in-service training 	<ul style="list-style-type: none"> • Evidence of experience equivalent to 3 years of teaching
Knowledge	<ul style="list-style-type: none"> • Evidence of consistently 'good' and 'outstanding' teaching • Proven ability in using strategies to raise achievement for all groups of learners. • Proven ability in curriculum planning and development of a core subject • Good knowledge and understanding of the National Curriculum and an ability to lead and raise standards across the curriculum • Good knowledge of the KS1 / KS2 Curriculum as applicable • Sound understanding of assessment and its impact on children's achievements • Have knowledge of current educational thinking including new and impending initiatives • Can demonstrate an understanding of how to create a thirst for knowledge and a love of learning amongst pupils • Capacity to create a fully inclusive classroom where all pupils, including those with SEN, make good progress. 	
Leadership Qualities	<ul style="list-style-type: none"> • Ability to motivate and inspire and contribute creativity to the team • Ability to lead, support and develop staff • Proven ability to foster constructive links with parents, the community, local schools and the Trustees 	<ul style="list-style-type: none"> • Awareness of challenges & opportunities within the Multi-Academy Trust structure
Management Skills	<ul style="list-style-type: none"> • Ability to manage staff effectively and sensitively • Ability to manage change • Ability to manage resources 	<ul style="list-style-type: none"> • Experience of leading a subject/s across a school

<p>Management Skills Cont.....</p>	<ul style="list-style-type: none"> • Understanding of school improvement planning • Knowledge of current legislation and developments in education 	
<p>Personal Qualities and Characteristics</p>	<ul style="list-style-type: none"> • Highly effective interpersonal skills. • Personal presence and confidence; warmth and sensitivity; flexibility and maturity of approach • Ability to prioritise and with good time management • Tact and diplomacy • Integrity and confidentiality • Ability to work well under pressure • Motivation, enthusiasm and commitment • 'Can do' attitude • Creativity • Good sense of humour • Demonstrable commitment to inclusive teaching and learning • Awareness of the effects of discrimination on pupils, parents, colleagues and policy 	

ADDITIONAL INFORMATION	<p>It is the practice of the Trust periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.</p> <p>All external appointments are subject to the Trust's Standard Probationary period</p>
SAFEGUARDING	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>The teacher must ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>

Our Academies:



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