



# Lumen Learning Trust

Learning together for a brighter future

## Class Teacher with core subject leadership – Job Description

**Job title** Class Teacher with core subject leadership responsibility

**Salary and grade:** Main (£33,075 to £45,037 FTE) or Upper Pay Scale (£47,031 to £50,471), plus a TLR2 payment (£3,391)

**School:** Walton Oak Primary School

**Line manager:** Headteacher

**Start date:** 1st September 2025

### Job purpose

In addition to the responsibility of class teacher as set out in the Class Teacher job description and the school teachers' pay and conditions document the core subject leader will take lead responsibility for providing professional leadership and management for the core subject area (English or Maths) to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all pupils

### Key Accountabilities as a Class Teacher with core subject leadership

#### Strategic Development

- As a member of the SLT contribute to the development of strategies, policies and practices for core subject area aimed at raising standards of attainment and achievement throughout the school;
- Be responsible for the delivery of core subject curriculum across the school, making appropriate reviews and refinements to ensure that it best meets the needs of all of our pupils;
- Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for opportunities, responsibilities and experiences of adult life;
- Use a range of data effectively to monitor standards of achievement across the school in the core subject area, using this information to support the school improvement process;
- Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- To provide regular progress updates to SLT in relation to core subject area ensuring SLT are fully aware of all associated successes, issues and concerns;
- Collaborate with staff on short, medium and long term improvement planning to develop the core subject area in relation to:
  - Resource requirements
  - Meeting the continuous professional development needs of staff
  - Aims of the school, including its policies and practices
  - Challenging targets for improvement;
- Manage strategic development across identified areas of the core subject curriculum.

#### Teaching and Learning

- Be a role model for high standards of teaching and learning in core subject area;
- Ensure curriculum coverage, continuity and progression in the subject for all pupils, including more able pupils, pupils with special educational needs and pupils with English as an additional language;

- Ensure that teachers are clear about the learning objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate this to the pupils;
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the core subject and of different pupils;
- Evaluate the teaching and learning of the core subject in the school through monitoring activities including:
  - Lesson observations
  - Work and planning scrutiny
  - Conversations with pupils
  - Pupil book look
  - Analysis of results and assessment data
  - Attending planning meetings
  - Leading staff training
  - Informal discussions

Use this analysis to identify effective practice and areas for improvement and, in conjunction with the leadership team, take action to further to improve the quality of teaching and learning in the core subject area across the school.

### Leading and Managing Staff

- Deliver staff training e.g. INSET meetings on the subject to keep staff informed of any developments or changes;
- Provide support to staff regarding teaching and learning, resources and planning in the core subject area;
- Monitor teaching and learning to assess how well the subject area is being implemented and how well it is delivered across the school;
- To provide regular feedback to teachers and other staff in a way which recognises good practice and supports their progress against appraisal objectives, resulting in a tangible impact on pupil progress, achievement and behaviour;
- Ensure Early Career teachers and staff new to the school receive appropriate support for teaching and learning in core subject area;
- Lead on the moderation of the core subject area across the school, including working with other schools as part of the moderation process.

### Use of Resources

- To identify appropriate resources (including staff) to promote and support the achievements in a core subject for all children throughout the school and ensure they are used efficiently, effectively and safely;
- Advise the Headteacher of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the needs of the school and subject plans and to achieve value of money;
- Ensure the effective and efficient management of learning resources for the core subject area;
- Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs;
- Use space to create an effective and stimulating environment for the teaching and learning of core subject area;
- Ensure the profile of the core subject area across the school is maintained through the effective use of displays.

### Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and other subject leaders in order to collaborate in the development of cross-curricular links and creative approaches to learning;
- Work collaboratively as part of the Senior Leadership Team on whole school priorities, including contributing to the school development plan;
- Establish and maintain effective working relationships with others who have same core subject leadership responsibilities;
- Establish effective relationships with governors and parents and inform them of developments and practices relating to the teaching and learning of core subject area;
- Be aware of the need to take responsibility for your own professional development and ensure that you keep up to date with new research into the teaching of core subject area.

## **Class Teacher**

### **Duties and responsibilities:**

#### Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach;
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- Be accountable for the attainment, progress and outcomes of pupils' you teach;
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject);
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics;
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;
- Make accurate and productive use of assessment to secure pupils' progress;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.

#### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns in accordance with the most recent Child Protection Policy and Keeping Children Safe in Education;
- If responsible for induction of new staff, ensure that these staff members are aware of the most recent safeguarding guidance and in particular the identity of Designated Safeguarding Leads in school.

#### Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments;
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;

- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document;
- Take on subject or equivalent leadership responsibilities;
- If UPS, take on responsibilities relevant to their pay scale in terms of ensuring development of provision across the school.

#### Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships;
- Deploy support staff effectively as appropriate;
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate;
- Communicate and co-operate with relevant external bodies;
- Make a positive contribution to the wider life and ethos of the school.

#### Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate;
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

#### Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal;
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

#### Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality;
- Perform any reasonable duties as requested by the headteacher.



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## Class Teacher with core subject leadership – Person Specification

<b>Qualifications</b>	
Essential	Desirable
<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of commitment to further and relevant professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Working towards further qualifications</li> </ul>
<b>Experience</b>	
Essential	Desirable
<ul style="list-style-type: none"> <li>• At least 4 years successful teaching experience</li> <li>• Evidence of good awareness of how to meet the needs of all learners</li> <li>• Evidence of having raised standards</li> <li>• Experience of subject leadership (foundation or core)</li> <li>• Experience of mentoring or leading staff development of other teachers</li> <li>• Experience of setting targets and monitoring, evaluating and recording progress</li> <li>• Experience of managing resources</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children with a range of needs including SEND, and for whom English is an additional language</li> <li>• Management of human and financial resources</li> <li>• Experience of learning an aspect of a core subject</li> <li>• Experience of monitoring and evaluating the quality of learning and teaching</li> </ul>

<b>Skills, Abilities and Attributes</b>
<ul style="list-style-type: none"> <li>• Has the capacity to be an inspirational leader with a clear understanding of leadership which focuses on empowering and enabling others</li> <li>• Has good knowledge of the National Curriculum, particularly for the core subjects (English &amp; Maths)</li> <li>• Is a reflective, professionally-curious, emotionally-resilient practitioner</li> <li>• Has a good understanding of a variety of ways to build, communicate and implement a shared vision;</li> <li>• Is able to plan and organise self and others effectively;</li> <li>• Is able to develop, empower and sustain individuals and teams;</li> <li>• Has a proven track record in raising standards;</li> <li>• Is able to communicate effectively at all levels;</li> <li>• Is able to use ICT effectively as a communication and management tool;</li> <li>• Is confident to initiate and manage change;</li> <li>• Is confident to challenge appropriately;</li> <li>• Is able to recognise and take account of and celebrate the diversity of the school community;</li> <li>• Has positive personal impact and presence yet with an open and friendly manner;</li> <li>• Is able to build relationships with parents and carers from a wide variety of backgrounds;</li> <li>• Has an adaptable, energetic &amp; determined approach to all aspects of their practice</li> <li>• Has a good understanding of the need to work in partnership with colleagues from a wide range of agencies</li> <li>• Is committed to personal development in terms of own learning</li> </ul>