



*Working Together in Partnership*



## **BENTLEY CEVC & COPDOCK PRIMARY SCHOOL TEACHER JOB DESCRIPTION**

**Job Description:** Class Teacher

**Responsible To:** The Headteacher

### **Main Responsibilities:**

To carry out the duties of a School Teacher as contained in the latest School Teachers' Pay and Conditions

#### **To 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

#### **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 work and study

#### **Demonstrate good subject and curriculum knowledge**

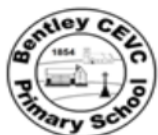
- have a secure knowledge of statutory National Curriculum requirements for Early Years and KS1
- foster and maintain pupils' interest and address misunderstandings
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, including systematic synthetic phonics and early reading skills
- demonstrate a clear understanding of early mathematics and appropriate teaching strategies

#### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote love of learning and children's intellectual curiosity
- set homework 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 which meets statutory requirements

#### **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
- Know how to meet the needs of all learners, including those with SEN and those of high ability, implementing and evaluating teaching approaches to engage and support them



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### **Make accurate and productive use of assessment**

- know and understand strategies for monitoring, assessment, recording and reporting pupil progress including statutory assessment requirements
- 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.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- implement and reinforce clear behaviour routines, promoting positive behaviour in the classroom and around school, in accordance with the school's behaviour policy
- create a happy, challenging and effective learning environment through high expectations of themselves and the children they teach.
- promote the school's aims and values positively using effective strategies to motivate and include all learners;

### **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 development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being
- establish and develop close relationships with parents, governors and the community;
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

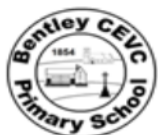
### **Lead a curriculum area**

- In consultation with the Head to produce guidelines and school policy for a specific area of the curriculum.
- To plan, in consultation with all members of staff, the way in which the curriculum area will be developed, reviewed and assessed.
- To ensure that there are sufficient resources to make this area viable in school and to keep a regular check on the condition and availability of these resources.
- To attend in-service courses and provide staff with feedback in order to promote further development.
- To liaise from time to time with co-ordinators within the Pyramid to ensure continuity.

The duties and responsibilities of the post may vary from time to time according to the changing demands of the school. This Job Description may be reviewed at the reasonable discretion of the Headteacher in the light of those changing requirements and in consultation with the post holder.

Signed: \_\_\_\_\_

Signed \_\_\_\_\_



## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continued professional development and training</li> <li>Paediatric first aid training</li> <li>Forest school trained</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching within the Foundation Stage</li> </ul>	<ul style="list-style-type: none"> <li>Further experience across the wider primary age range</li> <li>Teaching a mixed age class within KS1</li> <li>Leading a curriculum subject area</li> </ul>
<b>Professional knowledge, skills and understanding</b>	<ul style="list-style-type: none"> <li>the statutory requirements relating to Safeguarding and child protection to ensure the safety and welfare of all children</li> <li>Awareness of legislation concerning Equal Opportunities, Health &amp; Safety and SEN</li> <li>Knowledge of progression in phonics and early reading skills</li> <li>Understanding of statutory National Curriculum and Early Years Framework</li> <li>Knowledge of monitoring, assessment, recording and reporting of pupils' progress</li> <li>Knowledge of the theory and practice of providing effectively for the individual needs of all children (eg classroom organisation and learning strategies)</li> <li>Understanding of how to make learning practical and fun</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of preparation and administration of statutory National Curriculum tests and assessments</li> <li>Understanding the links between partner schools</li> <li>experience of cross curricular teaching and learning</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Proven ability as a good classroom teacher</li> </ul>	<ul style="list-style-type: none"> <li>experience of wide range of SEN support needs eg</li> </ul>



	<ul style="list-style-type: none"> <li>• Ability to promote the school aims positively and use effective strategies to motivate and include all learners</li> <li>• work effectively in partnership with parents and carers, governors and the community</li> <li>• ability to meet the needs of a diverse range of learners including those with SEN and the more able</li> <li>• ability to adapt a range of teaching, learning and behaviour management strategies, to raise educational achievement</li> <li>• plan for progression across the age and ability range</li> <li>• Manage the role of a teaching assistant</li> <li>• monitoring, assessment, recording and reporting of pupils' progress</li> <li>• communicate effectively (both orally and in writing) to a variety of audiences</li> <li>• use ICT to enrich learning and teaching</li> <li>• Create a happy, challenging and effective learning environment through high expectations of self and the children</li> <li>• Ability to manage time effectively and be self-motivated</li> </ul>	<p>autism, ADHD, Speech and Language</p> <ul style="list-style-type: none"> <li>• Creative flair in planning learning experiences</li> <li>• Support an enriched curriculum through out of hours learning and educational visits</li> <li>• Computing skills</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Approachable and committed</li> <li>• good personal relationships within a team</li> <li>• enthusiastic and flexible</li> <li>• good communicator to a variety of audiences</li> <li>• open minded and resourceful</li> <li>• able to prioritise and use initiative</li> </ul>	<ul style="list-style-type: none"> <li>• Bring personal interests and enthusiasm to the school community</li> </ul>