

JOB DESCRIPTION

**Job Title: Main Pay Spine
Teacher**

Responsible to: Head teacher

**Location: Meldreth Primary
School**

Aims of the Post:

To provide the highest quality of education, care and preparation for life for all pupils in the school in accordance with the National Teacher Standards.

All staff at Meldreth Primary School are expected to:

- Engage with, and to promote, the school's "Values, Vision and Aims";
- Be excellent practitioners and team members who adhere to high professional standards;
- Work together effectively in class teams by following the school's Code of Conduct.

Duties & Responsibilities:

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

Main Responsibilities as a Class Teacher

1. Teaching

Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress, and outcomes;

Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

- Set and mark work to be carried out by the pupil in school and elsewhere;
- Participate in arrangements for preparing pupils for external examinations.
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2. Whole school organisation, strategy and development

2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

2.2 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

2.3 Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will not be required to provide such cover for more than 38 hours in any school year).

3. Health, safety and discipline

3.1 Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.

3.2 Maintain good order and discipline among pupils in accordance with the school behaviour policy.

4. Management of staff and resources

4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.

4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

4.3 Deploy resources delegated to you in accordance with school policies.

5. Professional development

5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.

5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

6.1 Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

7. Working with colleagues and other relevant professionals

7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.

7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

8.1 Make a positive contribution to the wider life and ethos of the school;

The Postholder's duties must be carried out in compliance with the school's policies and procedures including child protection procedures and the Council's Equal Opportunities Policy, Information Security Policies, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974), and subsequent health and safety legislation.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the Postholder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

Signed:..... Post Holder

Signed:..... Head Teacher

CLASS TEACHER PERSON SPECIFICATION

Candidates will be assessed against the following:

Essential Skills, Knowledge and Qualifications

Education, Training and Qualifications

- Qualified Teacher Status (E)
- Degree in relevant subject area;
- Ability to safeguard all children and young people;

Experience

- To aspire to be an outstanding classroom practitioner;
- Strong current subject knowledge including phonics and spelling punctuation & grammar (E)
- Ability to use a variety of teaching styles and pedagogies

Knowledge

- Good understanding of all areas of the revised National Curriculum
- Understanding/ experience of the principles of AfL
- Understanding/ experience of inclusive teaching

Skills

- Ability to motivate and challenge all children
- Effective behaviour management strategies
- Ability to communicate effectively
- Good time management

Personal Qualities

- A positive disposition;
- Commitment to the ethos and values of the school
- A willingness to develop excellent ICT skills;
- An effective communicator with exceptional interpersonal skill.
- Strong team player, with the ability to cooperate and share strengths and skills
- Good personal organisational skills

Desirable Skills, Knowledge and Qualities

Education, Training and Qualifications

- Lifelong learner

Experience

- Confident and creative use of computing, including interactive whiteboard
- Experience of working as part of a team
- Ability to lead a specific curriculum area

Knowledge

- Knowledge of assessing pupils progress towards age related expectations

Skills

- Ability to improve and reflect on own practice
- Ability to direct, support and manage staff
- Ability to contribute to schools extra-curricular portfolio

Personal Qualities

- Ability to contribute to effective school development as part of the team
- Desire to develop leadership skills



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

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 work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and 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, whatever the teacher's specialist subject
- 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 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 within the relevant subject area(s).

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 relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' 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 development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.