

**TEACHING STAFF**

**JOB DESCRIPTION**

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| **ROLE TITLE** | Class Teacher |
| **GRADE / SCALE POINT – SALARY** | MPS |
| **REPORTING TO** | Headteacher |

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| **INTRODUCTION**  Forest Academy recognises the importance of working in partnership with our families. We know that school teaches  children more than can be measured through academic success. Through everything we do, we remember that we are  preparing our children for the future and this is why we stress the importance of ‘Learning for Life’.  The school has 5 clear aims which are inextricably intertwined with Physical and Mental Wellbeing and Building Learning Power:   * Ready to learn: Children have a positive, confident attitude to learning.  They are both physically and emotionally ready to * learn. * Resourceful: Children show initiative, ask well thought out questions and are prepared to use a variety of strategies to learn. * Reflective: Children are curious, able and willing to learn from their mistakes and can describe their progress * Resilient: Children are prepared to persevere and stay involved in their learning, even when the process is challenging. * Reciprocal: Children are prepared to help each other and work as a team. * All teaching staff are responsible personally and collectively for supporting our children to become confident individuals, successful learners and responsible citizens, through: * Modelling the core values of the school at all times; * Developing positive relationships with all children; * Continuously raising children’s’ aspirations and self-esteem; * Contributing to the wider range of opportunities offered by and for the school community; * Assuming responsibility for the attainment and learning progress of children; * Ensuring high outcomes for children in specific subjects (i.e. through leadership of a curriculum subject).   All teachers are required to meet the national standards for teachers according to their role. |
| **JOB PURPOSE**  To actively pursue the agreed aims of the school, maintaining an outstanding educational ethos, care for the children and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all children and the continuous improvement of teaching and learning in the school. |
| **KEY TASKS & RESPONSIBILITIES**  **General Teaching Responsibilities**   1. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation; 2. Comply with and uphold the policies of the school; 3. Fully understand and comply with the school's policy on safeguarding. Remain alert to childrens’ pastoral needs and provide support, in conjunction with school’s SENCo, Thrive staff, TAs and Learning Support Assistants (LSAs); 4. Proactively uphold the school’s Positive Relationships and Behaviour policy establishing routines, systems and class rules and setting out clear and fair sanctions in accordance with the school’s policies; high standards of behaviour are expected at all times; 5. Work as part of the school’s teaching team and actively behave as a team member to support colleagues; 6. Direct and work closely with class TAs and LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required; 7. Ensure that the learning spaces provide a welcoming and stimulating environment to children and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled; 8. Make effective use of PPA time to raise standards; 9. Lead assemblies as required; 10. Play an active role in the full life of the school.   **Specific Responsibilities Class Teacher:**   * + Teach the designated class/group(s), implementing agreed planning, assessment and target setting; teach the Early Years Curriculum/National Curriculum subjects and RE as well as working collaboratively to provide enriching, memorable experiences.   + Plan children’s’ work to provide an inclusive and personalised curriculum which meets the needs of the children, including those with SEND and SEMH needs and those who are more able;   + Carry out regular assessments, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the children; mark childrens’ work regularly in accordance with the school’s Feedback policy;   + Develop home-school links with parents/guardians of children in the class;   + Complete termly and half-termly assessment records for the class, using the school’s systems, including preparation of Pupil Progress Reports for presentation to the Headteacher, Senior Leadership Team and Governing Body, as appropriate;   + Complete pupil reports for presentation to parents (academic attainment and personal social report); meet childrens’ parents at parent evenings, twice a year;   + Manage and monitor the work of other adults in the classroom (including volunteers);   + Liaise closely with the SENCO to identify and meet the additional SEND/SEMH needs of children;   + Liaise closely with the Designated Teacher for Safeguarding regarding childrens’ welfare needs. |

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| **SAFEGUARDING**  Forest Academy is committed to safeguarding and promoting the welfare of children and young persons at all times.  The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the school’s safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS). |
| **GENERAL**   1. Take active responsibility for personal continuous professional development; 2. Take ownership of individual performance management, keeping a continuing professional development portfolio; 3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with children, parents, staff colleagues, external agencies and any other visitors to the school. 4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Academy’s business at all times. 5. Act as an ambassador for the School within the local community and beyond, ensuring that the ethos and values of the School are promoted and upheld at all times.   The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested by the Headteacher, or the Deputies. |

**PERSON SPECIFICATION**

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| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **KNOWLEDGE** | | |
| **Qualifications** | * Second class degree or higher * Relevant Teaching Qualification * English, Mathematics and Science at G.C.S.E./’O’ Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) * ICT QTS accreditation test level or European Computer Driving License (ECDL) |  |
| **Experience and Knowledge** | * High levels of primary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; * Experience of delivering the EYFS curriculum * Evidence of positive impact on pupil outcomes in the relevant Year group(s); * Evidence of successful leadership of a subject, project or initiative; * Evidence of effective team working. |  |
| **Literacy and Numeracy** | * Ability to read and understand instructions * Ability to complete basic paperwork |  |
| **Organisational** |  | * Knowledge of school policies and procedures |
| **Key Skills and Attributes** | * Positive disposition to implementing the Schools’ educational vision; |  |
| **Leadership (if a leadership position)** | * Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team * Understanding of the management of change processes * Ability to maintain a consistent and continuous focus on pupil achievement * Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year group(s) Key Stage(s) pupil outcomes. |  |
| **Other Qualities** | * Able to develop genuine, empathetic relationships with young people |  |

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|  | * High personal standards in terms of attendance, punctuality and meeting deadlines * High level of personal organisation skills * Good communication skills, both written and spoken * Solution focused disposition and a positive attitude particularly to challenge and change * Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all children * Positive disposition towards inclusion of all children including those with learning difficulties in mainstream learning and education * Able to work as part of a broader inclusion and pupil support system * Ability to work as a team player and supportive of team working * Ability and willingness to develop own understanding and capability through advice and training * Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency * Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes |  |