

Haytor View Community Primary School & Nursery

Learning together - enjoying success - aiming high - celebrating difference – enriching community



Job Description for Learning Leader Haytor View Community Primary School

LINE MANAGED BY: Phase Leader

JOB PURPOSE: To provide high quality teaching and learning opportunities for children within the class, ensuring the sustained improvement of learning and achievement for all pupils.

GENERAL DUTIES AND RESPONSIBILITIES:

To carry out the duties of a school teacher as set out in the 'School Teachers Pay & Conditions' document and National Professional Standards for Teachers.

PRINCIPAL ACCOUNTABILITIES:

- To plan and deliver teaching & learning for all pupils within in the class, in relation to the national curriculum, agreed syllabus for Religious Education. With regard to the school's aims, policies and schemes of work.
- Provide clear structures for lessons and for sequences of lessons, identifying clear learning and teaching objectives, content and lesson structure, which maintain pace, motivation and challenge;
- Assesses how well objectives have been achieved & use this assessment for planning future learning;
- Make effective use of assessment information on attainment & progress in planning teaching and learning;
- Ensure effective learning & teaching of classes, groups & individuals, in order that all pupils make progress;
- To establish high expectations of behaviour and attainment, so that teaching objectives are met;
- Work with the Inclusion and Welfare leader to ensure that IEPs, PSPs, PEPs and wave provision are used to set specific targets and that learning is match to pupil need;
- Manages learning and teaching time effectively;
- Sets high expectations of behaviour, following the behaviour policy of the school;
- Creates a safe, effective and stimulating environment for children, which fosters creativity and curiosity;
- Sets and meets targets set for improvement and pupil progression/achievement;

CORE COMPETENCIES:

- Strives for the best possible provision within the class;
- Has effective organisational skills;
- Classroom is organised and tidy;
- Manages own time effectively;
- Takes responsibility for own professional development;
- Adheres to the school's ethos, aims, priorities, targets and action plans;
- Establishes partnership with parents to involve them in their child's learning as well as providing information about the curriculum, attainment, progress and targets;
- Communicates effectively, orally and in writing, with parents, governors and external agencies;
- Select and make good use of ICT skills for children's learning and own management support;
- To use a range of learning and teaching styles to keep all pupils engaged;
- Assess and record each pupil's progress systematically with reference to the school assessment policy;
- Monitor class work & homework, providing constructive feedback & setting targets for future progress;
- Evaluates own teaching to improve effectiveness;
- Provide individual reports to parents, senior leaders as required;
- Establish and maintain effective relationships with colleagues including teamwork;
- Establishes positive and supportive relationships with children;
- Be responsive to pupils' questions and misconceptions;
- To liaise with other learning leaders and support staff to ensure pastoral systems support children;
- To support children at transition points, ensuring effective communication with colleagues;
- Lead assemblies which support the school ethos;

CORE KNOWLEDGE:

- Is up to date with statutory curriculum requirements including the national curriculum and requirements for assessment, recording and reporting of pupil progress and attainment;
- Understands how pupils' learning is affected by their physical, intellectual, emotional & social development;
- The characteristics of high quality learning and teaching;
- The implications of the Special Educational Needs Code of Practice for teaching and learning;
- A clear understanding of related school policies, including inclusion, assessment, teaching and learning, behaviour, monitoring, performance management, child protection;
- Understand how national, local and school data can be used to set clear targets for pupil achievement.

PERFORMANCE STANDARDS:

- The provision for the children in the class allows for effective learning;
- Targets set for pupil progress are met - all pupils make progress, learning is matched to the needs of pupils;

- Key school policies are implemented and adhered to, including welfare and inclusion, teaching and learning, behaviour, special needs, curriculum, child protection and assessment;
- Children demonstrate high esteem in relation to their contribution to the school;
- Contributes to the development the phase team.

Safeguarding:

- Post holder requires an enhanced DBS;
- To create excellent relationships with the children, so they know that you care and that they are safe in school.
- Attend the relevant training when required so you are always aware of the latest advice and procedures
- Report any concerns to the DSL