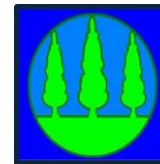


POPLARS FARM PRIMARY SCHOOL

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JOB DESCRIPTION - UKS2 teacher

Salary: Teachers Pay Scale/Upper Pay Scale (Plus TLR)

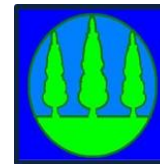
The appointment is with the governing body of Poplars Farm Primary. It is also subject to the current conditions of employment of school teachers contained in The School Teachers' pay and conditions document and other educational and employment legislation, e.g., the Teachers Standards 2012 and to carry out other such associated duties as are reasonably assigned by the Head teacher.

All staff and volunteers at Poplars Farm Primary School are responsible for and must be committed to safeguarding and promoting the welfare of children and young people.

PART A – Leadership

- To support the Headteacher in delivering the school development plan and contribute to school evaluation.
- To lead by example by always promoting the school's values and ethos statement.
- To write, implement and evaluate action plans for English across Years 2-6.
- To support colleagues with your subject area(s) and encourage sharing good practices across the school.
- To lead and manage subject/s across the school to ensure that our children receive a broad and balanced curriculum.
- To ensure that staff follow an agreed scheme of work across the school that builds on a progression of skills, knowledge and understanding and fulfils the requirements of the National Curriculum.
- To ensure that the scheme of work is adequately resourced.
- To be committed in the development of the NPDL's global competencies and weave their development into planning and into whole school events involving English.
- To seek opportunities to work with colleagues in other schools and attend CPD to keep up to date with new developments and best practices.
- To monitor and evaluate standards of teaching and learning across the school, for example, via lesson visits, book looks, pupil interviews, learning walkthroughs and provide feedback to staff and governors re. findings.
- To complete an annual audit and write an annual report to governors, taking into account resources, standards of teaching and learning, and pupil attitudes and develop an action to address areas for improvement.
- To be seen in the school community and beyond as a champion for your subject area(s), encourage pupils to develop a love for your subject(s), and promote your subject areas across the school community and website.
- Encourage wider opportunities and extra-curricular activities to support your subject(s) including linking and working collaboratively with international partners.

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PART B - Teaching and learning

Set high expectations which inspire, motivate and challenge pupils

- To have consistently high expectations of all children.
- To provide rich, varied, and imaginative experiences which deliver a high level of challenge for all children.
- To provide sharply focused/ timely support and intervention (based on comprehensive knowledge of the unique child) ensuring that individual needs are accurately met.
- To provide successful strategies to engage all parents in their children's learning in school and at home.

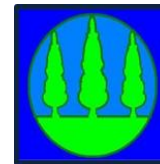
Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress, and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and consider how this impacts teaching.
- Encourage pupils to take a responsible and conscientious attitude to their work.
- Support children with SEN or disabilities, working with guidance from the school's SENDCO.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, and the correct use of standard English.
- Demonstrate a clear understanding of appropriate teaching strategies and pedagogies, including New Pedagogies for Deep Learning (NPDL).

Plan and teach well-structured lessons

- To use well-judged and often inspirational teaching strategies which engage and enthuse children to achieve.
- To teach (early) reading, writing, communication, and mathematics highly effectively. To help children to apply these skills well and facilitate their development across all areas of learning.
- To effectively model/ scaffold to support children's progress. To model language to a high standard, extending children's speaking and listening skills.
- To be sensitive in helping children form secure emotional attachments and provide a strong base for their developing independence and exploration.
- To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.

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- Set challenging teaching and learning objectives which are relevant to and based on the knowledge of pupils and take account of:
 - their learning needs and abilities.
 - evidence of their past and current achievement.
 - the expected standards for pupils of the relevant age range.
 - the range and content of work relevant to that phase.
 - Promote a love of learning and children's intellectual curiosity.
 - Set homework and plan other out-of-class activities to consolidate 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.

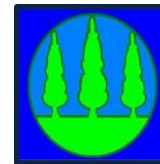
Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to make adaptations, using approaches which enable pupils to be taught effectively and 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 deemed disadvantaged; 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.

Make accurate and productive use of assessment

- Assessment will be precise, sharply focused and include all those involved in the child's learning. It will be used to secure timely interventions and support based on a comprehensive knowledge of the child.
- To give children constructive feedback, which is frequent and of consistently high quality-modelling to other adults.
- To talk with children skilfully and sensitively about what they're doing, what worked well and what they would change/build upon next time.

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Manage behaviour effectively to ensure a good and safe learning environment

- Take all necessary steps to keep children safe and well in accordance with school policies.
- Be alert to any issues for concern in children's life at home or elsewhere, following the school's Safeguarding policies and procedures.
- 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 relational policy and GROW values.
- Manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them and to develop self-control and independence.
- Maintain good relationships with pupils, exercise relevant authority, and act decisively when necessary.
- To assist in, and be supportive of, the maintenance of a positive school culture and climate at all times. Believe in our children!
- Promote the good health of children in school, following procedures and policies in place.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- To work cooperatively as a member of the school team.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents concerning pupils' achievements and well-being.
- Contribute to the development of parental and community involvement in the life and work of the school.
- Provide enjoyable opportunities that enrich all pupils' experiences.
- Be committed to safeguarding and promoting the welfare of children.