



## **Rothwell Victoria Junior School**

### **Job Description:**

**Post Title:** KS2 Class Teacher

**Pay Scale:** MPS 1-UPS3

**Responsible to:** Immediate line manager

### **Purpose of job**

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students. The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

This job description outlines the main duties of a Class Teacher at Rothwell Victoria Junior School. It references the Teachers' Standards (June 2013) and should be read in conjunction with the School Teachers' Pay and Conditions Document.

## **TEACHERS' STANDARDS**

### **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

- Demonstrate a clear understanding of systematic synthetic phonics
- 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

- Be responsible for safeguarding children and promoting their welfare and following child protection procedures
- Be aware of and comply with the school and Leeds City Council policies and procedures e.g., child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures. Safeguarding is everyone’s responsibility.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

- Demonstrate consistently high standards of personal and professional conduct.
- 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.

**General Duties:**

- To promote and support the ethos of Rothwell Victoria Junior School.
- Work as a team member and identify opportunities for working with colleagues, managing work where appropriate and sharing the development of effective practice with them.
- To attend Staff Development Meetings, network meetings and in-service training relevant to the post and whole school staff meetings.

**Arrangements for Review**

This job description will be reviewed yearly by a member of the Senior Leadership Team and the post holder in relation to the Appraisal Cycle and the school’s agreed procedure. It may be reviewed on other occasions by the agreement of both parties as a voluntary activity.

Signature of Post Holder:..... Date .....

Signature of Headteacher: ..... Date .....



## EMPLOYEE SPECIFICATION:

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des	MOA
High level of written, oral and communication skills	*		
Ability to communicate effectively orally and in writing to a range of audiences	*		
High level of organisational and planning skills	*		
An excellent classroom practitioner	*		
Work effectively as part of a team, relating well to colleagues, pupils and parents	*		
Ability to demonstrate a commitment to equality of opportunity for all pupils	*		
Ability to investigate, solve problems and make decisions	*		
Management of people and resources	*		
Able to use own initiative and motivate others	*		

Ability to demonstrate high level ICT skills in personal and educational situations	*		
Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*		
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure, reporting any disclosures or safeguarding concerns to a designated member of staff.	*		
Ability to offer expertise in a specific subject or area		*	
Ability to teach across primary age range		*	
Commitment to an involvement in extra-curricular activities.		*	
Evidence of sharing in and contributing to the corporate life of the school.		*	

KNOWLEDGE/PROFESSIONAL DEVELOPMENT	Ess	Des	MOA
Knowledge of current educational practice and issues	*		
Evidence of continuing professional development	*		
Take responsibility for their own professional development		*	
Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT	*		

Effective use of ICT to support learning	*		
Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.	*		
Full working knowledge of relevant polices/codes of practice/legislation	*		
Knowledge of all phases of primary/secondary education (as appropriate)		*	
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning		*	

LEADERSHIP	Ess	Des	MOA
As the lead professional in the classroom show an ability to advise and support other staff	*		
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	*		
Plan, allocate, support and evaluate work undertaken by other staff in the classroom	*		
Lead professional development through example and support		*	

OTHER CONDITIONS	Ess	Des	MOA
Registered with Teaching Agency	*		

DISPOSITION AND ATTITUDE	Ess	Des	MOA
Positive and optimistic attitude towards School Improvement and Inclusion	*		I
Open-minded and receptive to new ideas, approaches and challenges	*		I
Places high priority on effective team working and works easily and comfortably in a team environment	*		I
Commitment to an involvement in extra-curricular activities.		*	I
Evidence of sharing in and contributing to the corporate life of the school.		*	I

METHOD OF ASSESSMENT(MOA)	A = Application Form
	T = Test
	I = Interview
	C = Certificate

