

WOKINGHAM BOROUGH COUNCIL

## JOB DESCRIPTION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job Title:** | Class Teacher | **Job Ref:** |  | |
| **School:** | Whiteknights Primary School |  |  | |
| **Reports To:** | Phase leader, Headteacher |  |  | |
| **Grade:** | NQT, MPR 1-6 |  |  | |
| **Employment Status:**  Permanent | | | |  |
| **Hours of Work:**  Full Time | | | |  |
| **Job Purpose:**   * To carry out the duties of a school teacher as set out in the current Pay and Conditions of Service document; * To maintain and contribute to the ethos of the school; * To teach pupils in accordance with the curriculum; * To ensure that each pupil achieves his or her full potential; * To accept reasonable additional responsibilities as assigned by the Headteacher. | | | | |
| **Departmental/Team Purpose:**  The purpose of the school is to meet the educational needs of children and young people within the local community | | | | |
| **Organisation Chart:**  Headteacher  Phase Leader  Class teacher  Teaching Assistants | | | | |

|  |  |
| --- | --- |
| Scope |  |
|  |  |
| **Financial Accountabilities** | NONE |
| Budgets directly controlled (please state if this has been delegated to the post-holder) |  |
| Budgets monitored on day-to-day basis: |  |
|  |  |
| **Staff Responsibilities** |  |
| Number of employees managed/supervised: | Class Teaching Assistants and/or HLTA |
| Number of FTE (Full Time Equivalents) employees managed/supervised: |  |
|  |  |
| **Management of Physical Assets** | NONE |
| Nature of physical assets directly controlled, (e.g. children’s home): |  |
| Details of service contracts managed: |  |
|  |  |

|  |
| --- |
| Summary of Main Contacts:   * Teachers; * Pupils; * Parents; * Governors; * Other school staff; * Other professionals; * LA. |

|  |
| --- |
| **Safeguarding statement:**  We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to:   * providing a safe environment for children and young people to learn in; * identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting. |

### 

|  |  |
| --- | --- |
| Main Tasks/Accountabilities | |
| 1. Plan, prepare and teach lessons as part of a phase team, taking account of the individual needs of the children in your teaching groups. | |
| 1. Set and mark work to be carried out by pupils. | |
| 1. Assess, record and report on the development, progress and attainment of pupils in line with agreed procedures for the school. | |
| 1. Provide or contribute to oral and written assessments, reports and references relating to individual pupils when working with external agencies. Communicate effectively external agencies to develop effective partnerships. | |
| 1. Assist, in liaison with other professionals and respecting confidentiality, provide objective and accurate feedback on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. | |
| 1. Promote the general progress and well-being of individual pupils. This is to include ensuring that you are fully aware of the medical and dietary needs of pupils and that appropriate procedures are in place to ensure that these needs are understood and respected. | |
| 1. Establish productive working relationships with pupils, acting as a role model and setting high expectations. | |
| 1. Apply behaviour management strategies in line with the school’s policy which contribute to a purposeful learning environment. | |
| 1. Communicate and consult with parents. | |
| 1. Deploy teaching assistants working in your class in a manner that maximises their impact on learning. | |
| 1. Participate in performance management processes in line with school procedures including target setting and review meetings and observations. | |
| 1. Participate in safeguarding training and ensure that the school’s safeguarding policies and procedures are adhered to at all times. | |
| 1. Manage daily tasks in respect of attendance, lunches and other classroom admin (for example annual reports, tests and assessments). | |
| 1. Agree trips at the start of an academic year and work closely with the admin team to ensure that communication to parents and health and safety requirements are addressed on a timely basis. | |
| 1. Attend staff meetings, planning sessions and INSET Training. Help with special occasions in the school’s annual calendar as applicable. | |
| 1. Ensure that any volunteers working in the classroom are appropriately supervised as applicable and that a programme of work for them to deliver is considered and communicated to them in advance wherever possible. | |
| 1. Assist with Health & Safety practices and procedures across the school. Ensure that the classroom risk assessment is prepared on an annual basis and ensure that any health and safety issues arising in the classroom or surrounding areas are dealt with promptly and/or reported. Assist with the completion of daily checklists as appropriate. |  |
| 1. Ensure that data protection guidance for the classroom is fully understood and adhered to. Discuss any data protection issues with the DPO before information is shared. Report any data protection breaches to the DPO in line with the school’s data protection policy. |  |
| 1. Any other duties that reasonably fall within the purview of the post which may be allocated after consultation with the postholder. |  |

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

|  |
| --- |
| **Knowledge/Qualifications:**   * QTS – unless applying as an NQT; * Knowledge of National Curriculum; * Sound knowledge of, and practical skills in, the relevant subjects forming the content of the curriculum appropriate to the age of the pupils; * Training in relevant learning strategies e.g. Rw Inc, Inspire Maths; * Specialist skills/training in curriculum or learning area e.g. sign language, ICT; * Specific SEN Training e.g. ASD, Dyslexia. |
| **Skills/Abilities:**   * Working knowledge and experience of implementing national/foundation stage curriculum; * Analytical ability in relation to situations and problems arising in class, with sound judgement and willingness to find practical solutions; * Good understanding of child development and learning processes; * Good questioning skills; * Good observation and assessment skills; * Ability to work with a team working environment and also able to work independently; * Ability to quickly form positive and helpful relationships with children and parents; * Ability to motivate and sustain the interest of all pupils; * Can use ICT effectively to support learning; * Excellent communication and interpersonal skills; * Ability to organise, lead and motivate a team; * Constantly improve own practice /knowledge through self-evaluation and learning from others. Be active in your own learning; * Respect confidentiality at all times; * Knowledge of the standard of work expected from pupils; * Understanding their role to assist and supervise pupils on particular tasks; * The expected outcomes of individual activities the length of time allocated to the task; * An ability to speak with confidence and accuracy, using accurate sentence structures and vocabulary. |
| **Experience**:   * At least two years’ experience of working with children and also working with children with special needs is desirable. |
| **Personal Qualities:**   * Calm under pressure, adaptable and energetic; * Commitment and enthusiasm about teaching as a profession and encouraging children to become independent learners; * A caring and positive attitude; * Good listener and sensitive to pupils’ needs; * A sense of responsibility; * Positive behaviour management; * A good sense of humour; * Flexibility and use of initiative is very important. |
| **Special Factors**:   * Needs to work flexibly to accommodate educational trips (may include residential); * Attendance at staff meetings; * Attendance at parents’ evenings compulsory. |