



## Outline Job Description and Person Specification

<b>Position Title</b>	<b>KS1 Teacher</b>
<b>Location</b>	Awliscombe C of E Primary School
<b>Reporting to</b>	Executive Headteacher
<b>Job Term</b>	Permanent
<b>Hours</b>	Full time
<b>Salary</b>	MPS
<b>Organisation</b>	The FORT Federation
<b>Effective date of JD</b>	September 2024

All teachers are subject to the **Conditions of Employment** set out annually in the **School Teachers' Pay and Conditions Document**. These detail the professional and particular duties required of teachers, together with requirements for **Management time, Working time, Guaranteed planning and preparation time**. The school complies with these requirements in order to make reasonable demands of teachers

### Summary of Role:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Ensuring good order and discipline among pupils and safeguard their health and safety, doing everything possible to safeguard and promote the welfare of students/pupils/children in the School/Federation. Working with the DSL and the deputies to ensure safeguarding is promoted.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the latest *School Teachers Pay and Conditions Document and Teacher Standards*.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.



## **Main Duties and Responsibilities:**

### **Teaching and Managing Pupil Learning**

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being.

### **Planning and Setting Expectations/Pupil Achievement**

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupil being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs and know where to get help in order to give positive and targeted support. Implement and keep records on SEND support plans and Education, Health and Care Plans (EHCPs).

### **Assessment and Evaluation**

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework, providing effective feedback and setting targets for pupils' progress.
- Understand the demands expected of pupils in relation to the National Curriculum and form good relationships with parents and the wider community.

### **Relationship with Parents and the Wider Community**

- Prepare and present informative reports to parents.
- Provide opportunities to develop the pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare. Manage own performance and development.

### **Managing Own Performance and Development**

- Take responsibility for their own professional development and keep up to date with research and development in pedagogy and in the subjects they teach.



- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluating their own teaching critically and use this to improve their effectiveness

### **Managing and Developing Other Staff and Adults**

- Working closely with school leaders and members of the SLT to ensure that the visions and cooperative values are effective and pertinent to all aspects of school life.
- Establish effective working relationships with professional colleagues including, where applicable, associate staff.

### **Managing Resources**

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.
- Working closely with school leaders and members of the SLT to ensure that the visions and cooperative values are effective and pertinent to all aspects of school life

The postholder must be prepared to undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearances.



**Detailed Person Specification:**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Professional Qualifications and Learning	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Experience of Key Stage 1</li> </ul>	<ul style="list-style-type: none"> <li>• Training for the whole primary age range.</li> <li>• First Aid Training</li> <li>• Knowledge and experience of personalised learning.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Teaching experience in Key Stage 1 with proven ability as a classroom practitioner.</li> <li>• Ability to provide a stimulating and challenging classroom environment for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with and supervising other adult support within the classroom (teaching assistants, parent helpers, students).</li> <li>• Experience of leading a team.</li> </ul>
Leading, Learning and Teaching	<ul style="list-style-type: none"> <li>• Knowledge and understanding of a board, balanced and relevant curriculum.</li> <li>• Excellent behaviour management skills.</li> <li>• A secure understanding of the processes by which children learn.</li> <li>• Ability to differentiate the curriculum to meet the needs of all achievers.</li> <li>• Competent in the use of ICT across the curriculum especially in relation to the use of whiteboard technology.</li> <li>• Understanding and use of assessment to inform future teaching and learning.</li> <li>• Competent in the use of observational assessment to inform further learning.</li> <li>• A willingness to work on one or more curriculum areas.</li> <li>• To be able to work creatively and sensitively with children.</li> </ul>	<ul style="list-style-type: none"> <li>• A well-developed knowledge of a particular curriculum or specialist area.</li> <li>• An understanding of a whole school approach to improvement and raising standards.</li> <li>• Effective use of ICT to support planning and assessment.</li> <li>• Familiarity with the SEN Code of Practice.</li> </ul>



Additional	<ul style="list-style-type: none"><li>• Displays commitment to the protection and safeguarding of children and young people.</li><li>• Up to date knowledge and understanding of relevant legislation and guidance in relation to the protection and safeguarding of children and young people</li><li>• A highly professional approach to their work.</li></ul>	<ul style="list-style-type: none"><li>• The desire for further career progression.</li><li>• Ability to effectively lead a team and work collaboratively with parents/carers.</li><li>• Able to manage time effectively.</li><li>• Science/humanities subject lead experience.</li></ul>
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