**SCHOOL:** WITHERLEY C OF E PRIMARY SCHOOL

**POST**: EARLY CAREER CLASS TEACHER

**GRADE**: MAIN PAY RANGE

**RESPONSIBLE TO**: HEADTEACHER

**PURPOSE OF THE JOB:**

Teaching to designated classes of students, taking full responsibility for the leadership of agreed subjects or core aspect of school development as well as general welfare of a tutor group in accordance with the requirements of the School Teachers’ Pay and Conditions Document and the DFE Teacher Standards. Having due regard to the requirements of national and local curriculum, the school’s aims and objectives, schemes of work and any policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all students.

# KNOWLEDGE AND UNDERSTANDING

* Have a knowledge of and keep up to date with the requirements of the Foundation Stage and Primary National Curriculum
* Understand the stages of child development and how pupils’ learning is affected by their wider experience and life context.
* Be familiar with school systems and structures including all those linked to Health and Safety and Safeguarding.
* Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for all relevant areas of the Curriculum, drawing on subject expertise of other staff when appropriate.
* Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold – thereby deepening the pupils’ knowledge and understanding.

# TEACHING, LEARNING AND CLASS MANAGEMENT

* Plan and deliver learning to the assigned class or classes in line with national requirements and school policies.
* Provide lessons which are well structured, maintain pace and provide appropriate support and challenge for all groups of pupils based on effective use of assessment to inform next step learning.
* Evaluate own teaching critically, drawing on development opportunities to improve effectiveness.
* As a result of teaching and effective use of data, your pupils achieve well in relation to their prior attainment.
* Identify those with Special Educational Needs, implement planned programmes and seek appropriate support from other professionals.
* Develop effective use of support staff through coaching and mentoring, to ensure highly effective classroom assistance, which impacts on pupil learning.
* Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, promoting effective behaviour for learning in all contexts so children feel secure and confident as learners, in line with the school’s Behaviour Policy.
* Set homework to consolidate and extend learning.
* Use Planning, Preparation and Assessment (PPA) time effectively. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes. 10% extra PPA time will be allocated in year 1 and 5% extra PPA time in year 2.
* Assess and record each pupil’s progress systematically in line with school current practice.
* Mark and monitor class work and homework providing feedback in line with policy and use the results for future planning, teaching and learning.
* Write/collate high quality and informative individual, positive, honest annual reports to parents/carers and discuss pupil’s progress and welfare at parents’ meetings and other occasions developing positive relationships.
* Prepare pupils for National Curriculum Assessments.

# PROFESSIONAL STANDARDS AND DEVELOPMENT

* Understand the professional responsibilities in relation to school policies and practices and in so doing actively support and reinforce those policies. E.g. anti-bullying, homework, behaviour
* Be aware of the role of the Governing Body.
* Set a good example around the whole school, in appearance and personal conduct.
* Establish effective working relationships with other professional colleagues, not only those within school, but those from outside agencies.
* Attend meetings within the constraints of directed time and contribute to the development of programmes of study and staff share.
* Assist in the development of the School Curriculum in line with the School’s Improvement Plan.
* Assist in the maintenance of good discipline in and around school.
* Help to create and implement positive strategies to celebrate diversity and to promote British Value within the context of a strong Christian ethos.

# OTHER PROFESSIONAL REQUIREMENTS

* In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the school curriculum, which may lead to improvements in teaching and learning.
* Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
* Maintain a reflective approach to evaluating and improving own practice.
* Engage fully in the ECT support package and related assessments

# HEALTH AND SAFETY

* Undergo basic First Aid training as required
* Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
* Co-operate with the employer on all issues to do with Health, Safety and Welfare.

# SPECIFIC PASTORAL DUTIES

* Support, Guidance, Monitoring and Reporting
* Consider promoting and safeguarding pupils’ welfare as paramount, and take action in accordance with the responsibility ‘in loco parentis’
* Monitor the social progress of pupils, including the progress in PSHE lessons
* Be proactive in helping pupils explore thoughts, feeling and solutions to problems
* Develop in pupils a positive attitude towards themselves and others with a strong sense of self respect. Also to develop a sense of respect for other people’s property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.

**General:**

The post holder will have an in depth knowledge and understanding of the requirements of the post and of processes and procedures.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time, without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

It is vital to the ethos of the School that the post holder is flexible in taking on additional tasks, willing to offer help to and cover for other members of the support team and treats co-operation and support for colleagues as a top priority.

You will be required to undertake other appropriate duties as directed by the Headteacher.

You should become familiar with the school’s vision, aims and mission statement and be guided by it accordingly.

**Additional Duties to Include:**

* As a member of staff working in a school setting to have a duty to help keep young people safe and to protect them from all forms of harm and to take reasonable steps to ensure the safety and well-being of students
* To ensure awareness of and compliance with personal responsibilities and requirements of school policies and procedures including Health & Safety
* As a member of staff in a school that works in partnership with other organisations, to contribute to the development and sharing of good practice into partnerships with other schools and relevant bodies
* To undertake professional development and training as and when required.
* Willingness to undertake training for First Aid at Work to become a fully qualified first aider providing emergency cover in the absence of the school first aider
* To undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as required
* Secure all appropriate CPD for effective progress and welfare of students.

**Safeguarding Children and Young People**

The School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks including online searches, an enhanced DBS with barred list check is essential and all job offers will be made subject to checks.

Ensure that all necessary Health & Safety requirements are adhered to, in line with national and school policies and procedures.

**Special Factors:**

* **The post holder will be required to attend teacher training days as directed.**
* **The post holder will engage fully with the ECT support package and be assigned a mentor within school**
* The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service
* This post is subject to a check being carried out at an Enhanced Level by the Disclosure and Barring Service

The School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

**PERSON SPECIFICATION**

**Class Teacher**

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| **Key Areas**  | **E/D**  | **Method of Assessment Interview,** **Application Form, Assessment Exercises, References**  |
| **(i) Qualifications**   |
|  Qualified Teacher Status  | E  | Application Form  |
|  Degree status  | D  | Application Form  |
|  Evidence of participation in further professional development or study  | D  | Application Form. Interview  |
| **(ii) Experience**   |
|  Experience in relevant key stage / year group  | E  | Application Form, Interview, References  |
|  Experience of administering statutory tests and assessment  | D  | Application Form, Interview, References  |
|  Experience of teaching in mixed age classes   | D  | Application Form, Interview, References  |
|  Experience of leading a subject  | D  | Application Form, References  |
| **(iii) Ability to work within a professional team and to develop and promote the school’s ethos and values within the Primary Phase**   |
|  Evidence of strong classroom practice  | E  | Application Form, References, Lesson Observation  |
|  A desire to develop their own practice and be part of an enquiry based approach to improving teaching and learning.  | E  | Application Form, Interview  |
|  Evidence of effective planning to meet needs of all groups of pupils  | E  | Application Form, Interview, References  |
|  Committed to development of basic skills day to day classroom practice promoting confident children who are literate and numerate to age appropriate levels  | E  | Application Form, References, Lesson Observation  |
|  Knowledge of the National Curriculum  | E  | Application Form, Interview, References  |
|  Demonstrates high expectations of self and others in all aspects of school life  | E  | Application Form, Interview, References  |
|   Prioritises improving standards and achievement for all groups of pupils and demonstrates significant impact on pupil outcomes.  |  E  | Application Form, Interview, References  |
|   Relates to and motivates pupils through an understanding of their needs  |  E  | Application Form, Interview, References  |
|  Works well within and contributes to team development  | E  | Interview, References  |
|  Evidence of a commitment to the equalities agenda  | E  | Application Form, Interview, References  |
| **(iv) Ability to Lead**   |
|  Be a professional role model  | E  | Application Form, Interview  |
|  Respond effectively and efficiently to daily challenges, making decisions on the basis of sound judgement  | E  | Application Form, Interview  |
|  Experience in using pupil tracking and assessment information to accelerate pupil progress and fully inform next steps of learning   | E  | Application Form, Interview, Lesson Observation  |
|  Have mentoring, motivational and coaching skills  | D  | Application Form, Interview  |
|  Experience of identifying need, leading initiatives and evaluating impact of improvements.  | D  | Application Form, Interview  |
|  Experience of subject leadership  | D  | Application Form, Interview  |
| **(v) Ability to Communicate Clearly**   |
|  Good written and oral communication skills  | E  | Assessment Process, Interview  |
|  Good presentational and ICT skills  | E  | Assessment Process, Interview  |
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| **(vi) Personal Qualities** |

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|  Hard working, flexible, enthusiastic, determined and resilient   | E  | Application Form, Interview  |
|  Non-judgemental, demonstrate sensitivity and tact – able to develop positive and effective relationships with pupils, parents, staff and outside agencies  | E  | Interview  |
|  Able to work under pressure and recognise and manage stress  | E  | Application Form, Interview  |
|  Ability to use and act on initiative whilst a true team player  | E  | Application Form, Interview  |
|  Able to reflect on own practice and take responsibility for own professional development and well-being – seeking and providing support within the team.  | E  | Application Form, Interview  |
|  Have a ‘can do’ approach that supports high expectations of self and others  | E  | Application Form, Interview  |
|  Sense of humour and fun  | E  | Application Form, Interview  |