



# CITY of SHEFFIELD

## JOB DESCRIPTION

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| <b>CHILDREN AND YOUNG PEOPLE'S DIRECTORATE</b> | This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment   |
| <b>SCHOOL</b>                                  | <b>Mundella Primary School</b>  |
| <b>POST TITLE</b>                              | <b>PART-TIME CLASS TEACHER (0.4) – STARTING DEC</b><br><b>Fixed term to cover Maternity Leave</b>   |
| <b>GRADE</b>                                   | <b>MAIN PAY SCALE</b>   |
| <b>RESPONSIBLE TO</b>                          | <b>HEADTEACHER / DEPUTY HEADTEACHER</b>   |
| <b>RESPONSIBLE FOR</b>                         |   |
| <b>HOLIDAY AND SICKNESS RELIEF</b>             |   |
| <b>PURPOSE OF JOB</b>                          | <ul style="list-style-type: none"><li>• TO TEACH DESIGNATED PUPILS AND UNDERTAKE ASSOCIATED PASTORAL AND ADMINISTRATIVE DUTIES AS WELL AS OTHER GENERAL RESPONSIBILITIES, HAVING FULL REGARD FOR THE SCHOOL'S ETHOS, AIMS AND POLICIES</li><li>• TO UNDERTAKE TASKS RELATED TO THE DEVELOPMENT OF A CURRICULUM AREA</li></ul> |

## **JOB DESCRIPTION FOR POST OF: - CLASS TEACHER**

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

**The post holder must at all times carry out his/her responsibilities within the spirit of City Council and School policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to statutory responsibilities of the Governing Bodies of Schools.**

#### **Employment Duties**

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document (Part XII of the 'Teachers Pay and Conditions Document').

#### **General Responsibilities**

- To pursue the aims of the school in a positive manner and promote the agreed ethos
- To work co-operatively within a whole staff team, and within the year/teaching and learning group to achieve continuous improvement with constant regard to quality in both learning and teaching
- To teach pupils according to their individual needs, including the planning and assessment of work in line with agreed policies of the school
- To monitor and assess children's progress and report to parents
- To implement and maintain the school's policy on discipline and behaviour
- To support the school's endeavours to meet the needs of its community
- Participate in the school's performance management process

#### **Particular Responsibilities**

- To promote and monitor the organisation of the learning and teaching through a particular subject throughout the school

## Key Tasks

### Class Teacher Tasks:

- To plan programmes of work for pupils in co-operation with teaching colleagues within the team in order to ensure that all children are taught by members of that team experience similar learning opportunities
- To plan work matched to the individual needs of children and within the school's agreed policy and schemes of work
- To produce written records of such planning in accordance with school policy
- To assess and record pupil's achievements and progress within the statutory requirements and school's assessment policy and report to parents
- To contribute to meetings, discussions and management systems necessary to ensure the co-ordination of the work of the school as a whole
- To ensure that the classroom is kept tidy and attractive, with children's resources readily available for them to find independently
- To contribute to the ideas within and the implementation of the School Improvement Plan
- To supervise the use of support staff relevant to the class.
- To contribute to the provision of a safe and secure learning environment.

### Footnotes:

- (i) The above details are not exhaustive and the postholder may be required to undertake tasks, roles, and responsibilities as may reasonably be assigned to him/her by the Senior Management Team.
- (ii) This job description may be reviewed at anytime via consultation between the governing body and/or Senior Management Team Representatives and the postholder as may be necessary and appropriate to the needs of the school.  
Trade Union representation will be welcomed in any such consultations.

**ISSUE DATE: Sept 2024**

## Main Scale Teacher

| <b>Key Areas</b>  | <b><u>Method of Assessment</u><br/><u>Interview, Application Form,</u><br/><u>Assessment Exercises, References</u></b> |
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| <b>(i) Professional experience</b>  |  |
| <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>  | Application Form   |
| <ul style="list-style-type: none"> <li>• Evidence of participation in professional development or study</li> </ul>  | Application Form   |
| <ul style="list-style-type: none"> <li>• Successful teaching experience or evidence of successful completion of initial teacher training</li> </ul>           | Application Form, References   |
| <ul style="list-style-type: none"> <li>• Working in a socially and culturally diverse school community</li> </ul>   | Application Form, References   |
| <ul style="list-style-type: none"> <li>• Knowledge of the National Curriculum requirements</li> </ul>   | Application Form, Interview, References  |
| <ul style="list-style-type: none"> <li>• Understands and is familiar with teaching and learning strategies</li> </ul>   | Application Form, Interview, References  |
| <b>(ii) Ability to work within a professional team and to develop and promote the school's ethos and values within the Primary Phase</b>                      |  |
| <ul style="list-style-type: none"> <li>• Teaching to a high standard</li> </ul>   | Application Form, Interview, References  |
| <ul style="list-style-type: none"> <li>• Relates to and motivates pupils</li> </ul>   | Application Form, Interview, References  |
| <ul style="list-style-type: none"> <li>• Works well within and contributes to team development</li> </ul>   | Interview, References  |
| <ul style="list-style-type: none"> <li>• Understands and values the processes of planning monitoring and evaluation as an aid to raising standards</li> </ul> | Interview, References  |
| <ul style="list-style-type: none"> <li>• Good classroom management</li> </ul>   | Interview, References  |
| <ul style="list-style-type: none"> <li>• Evidence of a commitment to an equal opportunities policy both in service employment</li> </ul>                      | Application Form, Interview, References  |
| <b>(iii) Ability to Communicate Clearly</b>   |  |
| <ul style="list-style-type: none"> <li>• Good written and oral communication skills</li> </ul>  | Assessment Process, Interview  |
| <ul style="list-style-type: none"> <li>• Good presentational and ICT skills</li> </ul>  | Assessment Process, Interview  |
| <ul style="list-style-type: none"> <li>• Clear and effective in meetings and in one-to-one discussions</li> </ul>   | Application Form, Assessment Process   |
| <ul style="list-style-type: none"> <li>• Skilled in conflict resolution</li> </ul>  | Application Form, Assessment Activities, Interview   |

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| <b>(iv) Ability to Lead</b>  |                             |
| <ul style="list-style-type: none"> <li>• Clear vision for the future of education and able to think strategically, to identify opportunities for future developments and improvements</li> </ul> | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Identify a need for and understand a clear process for the implementation of change and improvement</li> </ul>  | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Respond effectively and efficiently to daily challenges</li> </ul>  | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• To make decisions on the basis of sound judgement</li> </ul>  | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Identify potential for individual development</li> </ul>  | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Have strategies to monitor and evaluate developments</li> </ul>   | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Have mentoring, motivational and coaching skills</li> </ul>   | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Be a professional role model</li> </ul>   | Application Form, Interview |
| <b>(v) Personal Qualities</b>  |                             |
| <ul style="list-style-type: none"> <li>• Be enthusiastic and determined</li> </ul>   | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Able to work under pressure and recognise and manage stress</li> </ul>  | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Have flexibility, sensitivity and tact</li> </ul>   | Application Form, Interview |
| <ul style="list-style-type: none"> <li>• Commitment to ongoing and professional development</li> </ul>   | Application Form, Interview |