

Job Profile

Job Title:	Class Teacher – Key Stage 2
Job No:	CAT0024FJS
Reports to:	Headteacher
Hours:	Full time
Location:	Frogmore Junior School, Green Lane, Camberley but required to work at any location where business is conducted that is within reasonable distance of the School.

This job description should be read in conjunction with the duties of a Teacher as set out in Part 6 (Contractual Framework for Teachers) of the current School Teachers' Pay and Conditions Document and Annex 1, Teachers' Standards (England) and Practising Teacher Standards (Wales) document.

Function of the post:

To provide teaching and learning that would be considered exemplary across all areas of the primary curriculum; ensuring the needs of all pupils are met, enabling pupils to develop and progress in a safe, supportive and encouraging environment.

Principal Accountabilities:

1. Provide a broad, balanced, relevant and stimulating curriculum, that is engaging and motivational to enable continued progress and improved pupil attainment;
2. Take responsibility to ensure teaching assistants are aligned to the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all pupils;
3. Maintain good order, discipline and respect for others among pupils, promoting understanding of the school rules and values, safeguarding, health and safety and to develop relationships with and between pupils that enhances learning;
4. In liaison with the Headteacher, manage class budgets in accordance with school priorities, as identified within the School Improvement Plan – setting and meeting budget plans;
5. Make a positive contribution to the strategic aims, values and ethos of Frogmore Junior School and the University of Chichester Academy Trust.

Responsibilities of a Class Teacher – responsibilities will be in accordance with the career stage of the Teacher:

Teaching and Learning Support:

- Plan, resource and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;
- Evaluate own teaching and planning critically and use this to improve own effectiveness;
- Mark and monitor pupils' class and homework, providing written and oral feedback, and set targets for pupil progress;

- Develop innovative and engaging high quality teaching, along with robust assessment for learning that meets the needs of all pupils and leads to improved learning outcomes and raised standards of education;
- In liaison with colleagues, ensure appropriate educational provision is in place for pupils with SEND and for pupils in other vulnerable groups;
- Develop and apply appropriate teaching techniques, providing high quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest, and nurture understanding and enthusiasm amongst pupils;
- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, co-operative and adaptable learners;
- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and pupil progress;
- Work with colleagues to support the development of their subject expertise and skills;
- Lead and manage at least one curriculum subject as directed by the head teacher, and develop plans which identify clear targets and success criteria for its development and / or maintenance, including subject policy and scheme of work;
- In connection with the above, control a subject budget and produce an annual action plan which details how funds are to be allocated;
- Monitor the subject through lesson observation, and work scrutiny, to ensure consistency of standards and high expectations;
- Organise and plan for statutory testing as appropriate to subject and year group.

Planning and Managing Resources

- Contribute to the overall development of the school which may include resource management, budget management, programme planning and the strategic planning process;
- Contribute to whole school pupil assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of pupil progress is maintained and used to inform intervention and future planning;
- Report on progress to parents and carers regularly including at consultation meetings and through an annual written pupil report;
- Maintain accurate pupil records, working with parents, carers and agencies as required, and with other colleagues including at times of transfer.

Communication

- Communicate effectively with staff at all levels, pupils, parents and carers, visitors and stakeholders;
- Report to Governors and staff as required.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.

Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;
- Act to resolve conflicts effectively within and between teams.

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving pupil issues and ensuring support is in place as required;
- Create a positive culture where staff and pupils feel safe and are valued, where all pupils' needs are supported and where all stakeholders work together effectively for the benefit of the pupils;
- Take responsibility to ensure pupils are aware of and adhere to the expected behaviour and conduct within both the classroom and around the school, in accordance with the school's behaviour policy and in line with best practice;
- Be committed to safeguarding all children and staff at the school, in accordance with child protection and safeguarding policies;
- Ensure all practices relating to safeguarding and child protection are effective.

Other duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with you, the School or the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Equality and Inclusion:

The University of Chichester Academy Trust and the School believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation. The School has a number of policies to support this commitment that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. For further guidance and information contact www.unicathr@chi.ac.uk

Health & Safety:

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The University of Chichester Academy Trust will support the School in continuously seeking to find ways to improve its environmental performance. Staff are required to support these aims.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, within the School, are carried out in compliance with the requirements of the Data Protection Act and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Safer Recruitment:

The University of Chichester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applicants for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>Qualified Teacher Status</p> <p>Evidence of continual professional development that is relevant and appropriate to the post</p> <p>Very good knowledge of pedagogy, and research, initiatives and technologies in learning and child development</p> <p>Knowledge of the national curriculum with particular interest and expertise in at least one area</p> <p>A good knowledge of emerging technology and the use of ICT to enhance learning and engage pupils</p> <p>Understanding of assessment for learning and its use to raise standards</p> <p>Current knowledge of safeguarding legislation and government guidance relevant to the post</p>	<p>An understanding of the role of parents and the community in school improvement and how this can be promoted and developed</p>	<p>Application/CV</p> <p>Documentary evidence</p> <p>Interview</p> <p>Teaching task</p>
Skills	<p>Demonstrable evidence of the skills required to be an excellent classroom practitioner</p> <p>Ability to challenge and differentiate teaching and learning for pupils of all abilities and needs</p> <p>A skilful communicator with strong, interpersonal and presentation skills, both verbal and written</p> <p>Ability to make learning exciting, relevant and cross curricular</p> <p>Ability to create a vibrant, collaborative, happy and challenging learning environment</p> <p>Ability to plan and implement a cohesive, creative and innovative curriculum</p>	<p>Ability to analyse data for the effective monitoring and assessment of pupil performance and target setting</p> <p>Creative and innovative approach to using the latest technologies within the curriculum for enhanced pupil learning</p>	<p>Application/CV</p> <p>Interview</p> <p>References</p> <p>Teaching task</p>

Experience	<p>Experience of successfully raising attainment and increasing pupil progress</p> <p>Experience of systematically assessing, monitoring and evaluating pupil attainment, and adjusting provision, in order to accelerate progress</p> <p>Experience of collaborating and building effective relationships with parents, carers, colleagues and the wider community</p> <p>Successful experience of teaching children with SEND and other vulnerable groups</p>	Experience of participating in extra-curricular activities and local visits to enrich learning experiences.	Application/CV Interview References
Personal attributes	<p>Enthusiastic, positive and approachable, with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop</p> <p>Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups</p> <p>As an effective member of a team you will be adaptable and sensitive to challenging situations, forming positive relationships with pupils, parents, carers, colleagues and the wider community, and adopting a reflective approach, with the ability to be self-critical when receiving feedback</p> <p>Committed to the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils and the school community</p> <p>Commitment to excellence in learning and teaching and a willingness to share expertise, knowledge and skills, supporting and encouraging others whilst recognising the importance of work-life balance.</p> <p>Promote and support positive and high standards of behaviour</p>		Interview Presentation References Teaching task