

SUTTON-ON-THE-FOREST CE PRIMARY SCHOOL

CLASSROOM TEACHER JOB DESCRIPTION

The appointment is subject to current conditions of employment for Pre/Post Threshold teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

General Description of the Post

To carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Pupil Progress

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting appropriate and demanding expectations for all children;
- Setting clear targets, building on prior attainment;
- Assess how well learning objectives have been achieved and use them to improve specific aspects of training;
- Mark and monitor pupils' work (including homework) and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.

Professional Practice

- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Make effective use of assessment and ensure coverage of The National Curriculum;
- Ensure effective teaching and best use of available time;
- Monitor and intervene to ensure sound learning and discipline;
- Use a variety of teaching methods to:
 - i. Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - ii. Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
 - iii. Select appropriate learning resources and develop study skills through library, Computing and other resources;
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Identifying groups of children (for example SEND or higher ability pupils) and provide effective evidence for reports as necessary;
- Evaluate their own teaching critically to improve effectiveness;
- Prepare and present informative reports to parents;
- Establish effective working relationships and set a good example through their presentation and personal professional conduct;
- Ensure services are delivered in accordance with the aims of the Equality Policy Statement.

School Ethos and Priorities

- Operate at all times within stated policies and practices of the school;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to policies and practices;
- Liaise effectively with parents and governors;
- Take on any additional responsibilities which might from time to time be determined including extra-curricular activities (e.g. clubs etc);
- To attend acts of worship and teach Religious Education as required by the Headteacher;
- To contribute to the ethos of the school;
- Contribute to the curriculum of the school through leadership of subject areas;
- Comply with the requirements of Health & Safety legislation.

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Person Specification and Selection Criteria

	Weighting	Selection Method
Qualifications	Essential <ul style="list-style-type: none"> • QTS Primary • Understanding of current safeguarding legislation and a commitment to implementing these in school 	Application Form, certificates and Interview
	Desirable <ul style="list-style-type: none"> • Good academic standards in public examinations 	Application Form, certificates and Interview
Experience	Essential <ul style="list-style-type: none"> • Experience of working within KS2 • Good knowledge of the National Curriculum • Evidence of good/outstanding teaching 	Application Form and Interview
	Desirable <ul style="list-style-type: none"> • Experience of working in small schools • Experience of leading TAs within a class • Experience of teaching SEND pupils • Proven experience/ examples of leading innovative work in a school • Experience of subject leadership – please state strengths in your letter • Understanding of school inspection process 	Application Form and Interview
Knowledge	Essential <ul style="list-style-type: none"> • Knowledge of the Primary National Curriculum, standards and assessment • Clear understanding of how children learn and awareness of effective teaching strategies for personalised learning 	Application Form and interview
	Desirable <ul style="list-style-type: none"> • Knowledge and experience of applying IT across the curriculum to aid teaching and learning 	Application Form and interview

Skills & Abilities	Essential <ul style="list-style-type: none"> • High expectations and standards • Rigorous and systematic planning skills • Excellent organisational skills • Ability to make use of appropriate data to analyse the performance of pupils and set targets. • Innovative, creative and imaginative • Excellent communicator • Ability to motivate and inspire good behaviour management skills and effective strategies • Open minded, reflective practitioner • Child centred vision • Ability to foster caring and positive Christian ethos • Effective strategies for building relationships with parents and other members of the wider school community 	Interview References
Personal qualities	Essential <ul style="list-style-type: none"> • Sensitivity and empathy • Good listener • High motivation and commitment • Respecting confidentiality • Good organisational skills • Willing to learn and commitment to continuing professional development • Creativity • Ability to work closely as part of a team – sense of humour and resilience 	Interview
	Desirable <ul style="list-style-type: none"> • Self evaluation skills 	Interview
Other	Essential <ul style="list-style-type: none"> • Willing to participate in the wider life of the school 	Interview
	Desirable	Interview