



Farlow and Kinlet Federation



Job Description and Particulars of Appointment

Details of Post

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| ▪ Title: | Lead Teacher /KS2 Teacher (Years 3 – 6 mixed) |
| ▪ School | Kinlet C of E Primary School |
| ▪ Federation/Trust | Farlow and Kinlet Federation |
| ▪ Reporting to: | Executive Headteacher |
| ▪ Main Workplace: | Kinlet C of E Primary School |
| ▪ Post Number: | |
| ▪ Salary Range: | MPR/UPR+TLR Level 2a |

The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check.

All Teaching posts are subject to the Asylum and Immigration Act requirements:

Job Purpose

- provide teaching and learning across the Federation which enables every pupil a high-quality education which promotes the highest possible standards of achievement
- provide an outstanding model of classroom practice
- to ensure effective education for all pupils
- to ensure the continuous improvement in teaching and learning
- to work within the framework of national legislation, Federation/ Local Authority policies and guidelines
- to demonstrate high moral, confidence and high standards of personal integrity, loyalty, discretion and professionalism.

Statutory Responsibilities

The main statutory teaching duties as outlined in the School Teachers' Pay and Conditions Document (STPCD) (these are optional to include)

- plan and teach lessons to the classes to which you are assigned to teach within the context of the school's plans, curriculum and schemes of work
- assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- participate in arrangements for preparing pupils for external examinations
- contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision

- work with others on curriculum and/or pupil development to secure co-ordinated outcomes
- supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so
- promote the safety and well-being of pupils
- maintain good order and discipline among pupils
- direct and supervise support staff assigned to you and, where appropriate, other teachers.
- contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- deploy resources delegated to you.
- participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff
- participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- communicate with pupils, parents and carers
- collaborate and work with colleagues and other relevant professionals within and beyond the school.

Key Accountabilities

1. Vision for the Federation:

Working under the direction of the Executive Headteacher to:

- follow the vision and values and agreed strategic development of the Federation
- embrace the shared learning culture and positive climate through team and individual participation
- follow the vision, purpose and leadership of this Church school by providing inspiration, motivation, and embodying for the pupils/ students, and parents
- follow the Christian ethos of this Church school by ensuring teaching and learning empowers pupils to achieve their highest potential.

2. Teaching and Learning:

- ensure effective teaching, setting, assessment and marking of appropriate classwork and homework in line with the Schemes of Work provided by the Executive Headteacher
- Plan and deliver differentiated work suitable to stretch all pupils in every teaching group, with particular reference to students with Individual Education Plans (IEPs)
- contribute to the monitoring of the quality of teaching and learning by tracking pupils' achievements including the analysis of performance data in line with the school policy
- ensure every individual child has access to high quality teaching and learning
- play an active role in planning, evaluating and reflecting on school self-evaluation

- ensure a consistent and continuous approach to pupils' achievement in terms of monitoring, evaluating, benchmarking pupil/student attainment and tackling underperformance
- follow the school's Christian code of behaviour to promote and secure outstanding teaching, effective learning and high standards of achievement, good behaviour and discipline and which enables teachers to meet the standards set out in the professional development framework
- plan and deliver appropriate opportunities to contribute to pupils spiritual, moral, social and cultural development
- ensure clear, accurate and informative reporting to parents, whether oral or written, on pupils' progress
- ensure appropriate preparation of pupils, including revision advice, for internal and external examinations
- ensure a full account of the attendance/ absence of pupils in all lessons for which they have a responsibility;
- ensure the good order, appearance and discipline of all pupils within and beyond the classroom in accordance with school policy
- liaise with the Executive Headteacher regarding pupils whose progress is the cause of some concern
- involvement in the cover and duties programmes as directed by the Executive Headteacher
- develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum and provides a professional model, clearly demonstrating effective teaching, classroom organisation and display and high standards of achievement, behaviour and discipline
- lead by example as a teacher and expect high standards of pupil attainment, behaviour and motivation through effective teaching
- promote the aims of the federation with support staff in promoting a high quality of learning in the classroom
- have an overview of the whole school curriculum, continuing to implement the National Curriculum review
- develop and lead curriculum projects across the school
- contribute to the creation, review and implementation of curriculum policies
- take responsibility for the development and monitoring of a curriculum area (s) as agreed with the Executive Headteacher
- review long term planning of a curriculum area (s) to ensure coverage, progression and a range of learning experiences throughout the school
- take responsibility for the pastoral care of pupils
- co-ordinate and oversee the organisation of an out of school learning activity
- monitor the standards of behaviour and achievement within their year group and across the key stage
- set appropriate expectations for support staff and pupils in relation to standards achievements and the quality and process of teaching, establishing clear targets for improving and sustaining achievement in accordance with agreed policies and guidelines
- ensure the detailed knowledge and understanding of the Schemes of Work and Assessment Criteria for all classes responsible for
- ensure detailed records are made of the prior attainment and target levels / grades / outcomes for each child in each class responsible for and the ongoing recording of performance against these measures
- planning, teaching, assessing subject areas taught, reporting and taking part in the writing of annual reports to parents

- liaise with and between pupil, families, staff and outside agencies as appropriate to support learning and personal wellbeing.

3. Managing and Leading:

- establish good relationships, encourage good working practices and support other teachers and support staff
- plan, organise and chair team meetings as appropriate
- provide timetables for Key Stage 2 and their support staff
- liaise with SLT in planning the school calendar and updating pupil planners/stamps, etc
- in liaison with SENCO, motivate and include support staff in all school initiatives
- liaise with teaching assistants and outside agencies
- be the first point of contact for parents after their child's class teacher
- attend and participate in open/parent evenings
- uphold and promote the school's behaviour code and uniform regulations
- establish and maintain Handbooks for ECT Teachers, work experience students, parents and volunteers
- consult as appropriate with pupils and parents/carers
- lead groups of staff in development activities, delegate appropriately and evaluate outcomes
- ensure staff support staff are appropriately deployed
- contribute to evidence-based improvement plans and policies that promote continuous school improvement
- contribute to the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives
- contribute to the review, communication and implementation of school policies and procedures to support excellent student behaviour and positive relationships within school; provide direct assistance to support staff in sustaining these
- support and contribute to the school development plan within the national and local context and to take responsibility for appropriately delegated aspects of it
- use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups; using this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan
- manage and organise relevant groupings of pupils to ensure effective teaching and learning takes place and that pupils' personal development needs are met
- make the best use of technologies to support the effectiveness of staff and pupil priorities
- ensure the deployment and development of support staff to make most effective use of their skills, expertise and experience and to ensure they have a clear understanding of their roles and responsibilities and who are able and willing to contribute to the Christian ethos of each school.
- maximise the contribution of support staff to improve the quality of education provided and standards achieved and ensuring that constructive working relationships are formed between staff and pupil
- develop positive working relationships with all staff and provide and sustain motivation

4. Development of Others and Self-development:

- ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development

- ensure the spiritual, moral, social and cultural development of pupils and their personal and health education within a Christian context
- sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
- guide, support and evaluate the work of support staff who are line managed by helping them to be at their best
- ensure that support staff are consistently supported to be at their best by contributing to induction, to continuing professional development and appraisal
- to deal promptly and effectively with any poor performance of staff, or pupils
- support ECTs, student teachers, supply teachers including the provision of in-service training (INSET)
- regularly review own practice, set personal targets and take responsibility for own development
- be proactive in participation in school- based INSET and meetings and externally provided CPD opportunities
- participate positively in the review of own performance; accept guidance, identify how to contribute personally to raising achievement further, and act upon it
- participate in training as directed by the Executive Headteacher/ Governing Body

5. Strengthening the School and Community:

- support school positive changes for challenging prejudice
- work with other agencies in which the school has collaborated with to secure pupil and community needs are met
- support and develop links created with other schools, educational institutions and the wider community, including business and industry, to enhance teaching and learning and pupils' personal development.
- support and develop links made with other Governors, LEAs and neighbouring schools
- maintain strong partnership with parents to support and improve pupils' achievement and personal development
- support and develop close working relationships made with partner schools and other educational partnership
- support and develop links made with partner primary and secondary schools and the Church.

6. Securing Accountability:

- follow school systems and policies and contributing as requested to reports, especially in relation to statutory external requirements such as for Ofsted
- follow school procedures and direction for self-evaluation and engage in processes to improve underperformance, taking responsibility for outcomes
- follow school policies, systems, organisation and processes including those relating to health & safety responsibilities.

7. Safeguarding:

- follow school safeguarding policies and procedures
- take responsibility for keeping up to date about national safeguarding requirements
- ensure appropriate Child Protection Plans are completed, reviewed and monitored in accordance with school policy
- report e-safety alerts to the Executive Headteacher.

8. Data Protection

- Follow school policy and procedure in relation to data protection legislation including the General Data Protection Regulations (GDPR)

9. Other duties

Any other duties that the Executive Headteacher feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual tasks undertaken may not be identified.

10. Review and Signatures

This job description is subject to review by the Executive Headteacher in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Job description and Personal specification agreed by:

Post holder:

Signed: **Date:**

Executive Headteacher:

Signed: **Date:**