

# Job Description & Person Specification

## JOB DESCRIPTION

<b>JOB TITLE</b>	Class Teacher
<b>EMPLOYER</b>	University of Brighton Academies Trust
<b>LOCATION (Academy)</b>	Robsack Wood Primary Academy
<b>RESPONSIBLE TO</b>	Executive Principal
<b>GRADE</b>	Main Scale 1-6/ Upper Scale 1-3
<b>MAIN PURPOSE OF THE JOB</b>	To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Executive Principal.
<b>MAIN TASKS / KEY RESPONSIBILITIES</b>	
<b>Planning, Teaching and Class Management</b>	
Plan and teach effectively, to ensure all pupils make at least expected progress by:	
<b>1</b>	Identifying clear teaching objectives and specifying how they will be taught and assessed;
<b>2</b>	Setting tasks which challenge pupils and ensure high levels of interest;
<b>3</b>	Setting appropriate and demanding expectations;
<b>4</b>	Setting clear targets, building on prior attainment
<b>5</b>	Identifying SEN or very able pupils and ensuring the provision meets their respective needs;
<b>6</b>	Providing clear structures for lessons maintaining pace, motivation and challenge;
<b>7</b>	Making effective use of assessment and ensure coverage of programmes of study;
<b>8</b>	Ensuring effective teaching and best use of available time;
<b>9</b>	Maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;

<b>10</b>	Using a variety of teaching methods to: <ul style="list-style-type: none"> <li>i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary</li> <li>ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions</li> <li>iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;</li> </ul>
<b>11</b>	Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
<b>12</b>	Evaluating own teaching critically to improve effectiveness;
<b>13</b>	Ensuring the effective and efficient deployment of classroom support taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
<b>14</b>	Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
<b>15</b>	Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
<b>Monitoring, Assessment, Recording, Reporting</b>	
<b>16</b>	Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
<b>17</b>	Mark and monitor pupils' work and set targets for progress;
<b>18</b>	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;
<b>19</b>	Undertake assessment of students as requested by examination bodies, departmental and school procedures;
<b>20</b>	Prepare and present informative reports to parents.
<b>Curriculum Development</b>	
<b>21</b>	Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
<b>22</b>	Contribute to the whole school's planning activities.
This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.	

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

- All Support Staff posts within the Academy are subject to a 6 month probationary period
- This post is subject to an Enhanced DBS Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

**The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.**

## PERSON SPECIFICATION

### 1. Education and Qualifications

- 1.1 Qualified Teacher Status

### 2. Knowledge and Experience

- 2.1 Classroom practitioner with experience across KS1/KS2.
- 2.2 Possess a sound understanding of National Curriculum subjects and statutory requirements.
- 2.3 Monitoring and assessment, recording and reporting of pupils' progress including to parents.
- 2.4 Statutory requirements of legislation concerning equal opportunities, health and safety, SEND, safeguarding and child protection.
- 2.5 Effective teaching and learning strategies.
- 2.6 To have knowledge of the theory and practice of providing effectively for the individual needs for all pupils.
- 2.7 Child centred philosophy.
- 2.8 Abreast of current educational thinking, research and initiatives, nationally and locally.

### 3. Skills & Abilities

- 3.1 Promote the Academy's aims positively and use effective strategies to monitor motivation and morale.
- 3.2 Establish and develop close partnerships with the team, parents, external agencies, Governors and the community.
- 3.3 Communicate effectively to a variety of audiences whilst maintaining confidentiality
- 3.4 Create a happy, safe, challenging and effective learning environment.
- 3.5 Use ICT effectively.
- 3.6 Work in partnership with class teachers, other professionals and parents.
- 3.7 Maintain good behaviour for learning and have strategies for pupil behaviour and management.
- 3.8 Be highly organised and efficient with good time management skills.
- 3.9 Be approachable and empathetic when needed.

### 4. Desirable Criteria

- 4.1 Enthusiasm and expertise in one or more specialist curriculum areas.
- 4.2 Knowledge and understanding of the importance of links between academies, particularly partner

- academies.
- 4.3 Knowledge of a commitment to creative learning and teaching through the use of the outdoor classroom, including Forest Schools.
  - 4.4 Demonstrate a commitment to sustained professional development.
  - 4.5 Be analytical about your work.
  - 4.6 Support the wider academy community activities and events.
  - 4.7 Willingness to lead and develop extra-curricular activities and wider community events.
  - 4.8 Evidence of continuous INSET and commitment to further professional development.
  - 4.9 Other higher professional qualifications.