



BOW BRICKHILL C of E VA PRIMARY SCHOOL

'Growing together in knowledge, love and faith'

Post title:	Teacher
School:	Bow Brickhill C of E VA Primary School
Salary and grade:	MPS in line with the current <i>School Teachers' Pay and Conditions Document</i>
Line manager/s:	The headteacher, the assistant headteacher and the governing body
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2013)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2013). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification: Teacher

This acts a selection criteria and gives an outline of the type of person and characteristics required to do the job. Essential: without which the candidate will not be considered.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree 	<ul style="list-style-type: none"> • Evidence of continuous professional development
Experience	<ul style="list-style-type: none"> • Proven ability as an excellent classroom teacher • Experience of teaching KS2 	<ul style="list-style-type: none"> • Experience of teaching at least 2 year groups within Key Stage 2 • Experience of teaching maths for Year 6 in preparation for SATS
Knowledge and understanding	<ul style="list-style-type: none"> • An understanding of the needs and motivations of children and young people • Professional understanding of safeguarding within a school setting • A commitment to safeguarding and promoting the welfare of children and young people • Clear understanding of KS2 National Curriculum • The ability to deliver well planned and stimulating lessons across the curriculum and ability range • Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice • Knowledge of what constitutes effective teaching and learning including different styles of learning • Evidence of good quality planning, organisation, implementation, assessment and record keeping • The ability to support all children across all abilities • Knowledge of current educational trends and initiatives • Knowledge of SEN Code of Practice 	<ul style="list-style-type: none"> • Specific expertise and enthusiasm for planning and teaching • Understanding of strategies and methodologies for quality first teaching
Skills and abilities	<ul style="list-style-type: none"> • Ability to use a range of teaching strategies to engage students and support learning • The ability to communicate effectively (both orally and in writing, using ICT as appropriate) with others • Well organised with the ability to maintain an orderly, attractive and well managed classroom • Excellent teacher or has the capacity to become one • High expectations of pupils to do their very best and make significant progress • The ability to understand and interpret data to drive pupil attainment • The ability to help pupils become independent learners • Competency in ICT and ability to use ICT across the curriculum • The ability to establish sound professional relationships with children, colleagues, parents and community • Willingness and ability to contribute to extracurricular activities • To effectively supervise the work of classroom assistants relevant to their responsibilities 	<ul style="list-style-type: none"> • Willingness and ability to contribute to whole school development • Ability to deliver engaging and motivating lessons to pupils across both key stages
Equal opportunities	<ul style="list-style-type: none"> • Commitment to Inclusion and Diversity 	

Personal attributes	<ul style="list-style-type: none"> • A commitment to developing respectful, supportive and trusting relationships with all members of the school community to contribute to an overall positive working and learning environment • A commitment to getting the best outcomes for all pupils and to promoting the ethos and values of the school • The ability to maintain high levels of energy and enthusiasm towards your own role and the overall development of the school • A brave approach to embracing innovative ways of doing things • The ability to act as a positive role model to others in the school • Enjoyment of working with children and as part of a team • A commitment to maintaining confidentiality at all times • A commitment to safeguarding pupils wellbeing and equality • The ability to take on board constructive feedback from line managers to ensure positive outcomes for pupils • Resilience and the ability to be flexible • Must be able to meet the physical demands of the role • Good health and attendance records 	
General	<ul style="list-style-type: none"> • To take on any additional responsibilities which might, from time to time, be determined by the Headteacher • Satisfactory enhanced DBS disclosure 	