**Outline Job Description and Person Specification**

|  |  |
| --- | --- |
| **Position Title** | **Primary Classroom Teacher** |
| **Location** | Lydford Primary School |
| **Reporting to** | Principal |
| **Job Term** | Permanent |
| **Hours** | Full Time |
| **Salary** | TPS |
| **Organisation** | Dartmoor Multi Academy Trust |
| **Effective date of JD** | May 2022 |

There are 17 schools within Dartmoor Multi Academy Trust, 3 secondary and 14 primary schools.

**Summary of Role:**

To contribute to the provision of high-quality Teaching and Learning EYFS and Key stage 1 ensuring maximum success for all. To be a role model for the school community and raise levels of pupil achievement.

**Main Duties and Responsibilities:**

Working closely with school leaders and members of the SLT to ensure that the visions and cooperative values are effective and pertinent to all aspects of school life.

Maintaining a thorough and up-to-date knowledge of the teaching of relevant subject(s) and take account of wider curriculum developments which are relevant to the day-to-day work. Being an outstanding practitioner, carrying out the functions of a teacher in accordance with the Teacher Standards and the stated aims and objectives of the Trust.

Supporting help develop the school’s policies and actively promote high levels of achievement at all stages. Planning lessons/activities and sequences of lessons to meet pupils’ individual learning needs and using a range of strategies to ensure effective  teaching/tutoring, behaviour and classroom management. Working in partnership with the leadership team to monitor the success of the teaching of the curriculum and manage areas for improvement.

Ensuring there is a close match between the learning experiences offered and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability. Maintaining an attractive and stimulating classroom environment and contribute to making the whole school environment stimulating. Making appropriate educational provision for children with SEMH and, with support from the SENDCO.

Maintaining assessment records and report on pupils’ progress to senior staff and to parents and carers, in accordance with school policy, regularly using the school’s tracking system for assessment.

Ensuring good order and discipline among pupils and safeguard their health and safety, doing everything possible to safeguard and promote the welfare of students/pupils/children in the School/Trust. Working with the DSL and the deputies to ensure safeguarding is promoted.

Developing and maintaining effective relationships with parents, colleagues, the governing body and the local community and ensuring effective links are made with support services.

Taking responsibility for professional development and use the outcomes to improve teaching (and tutoring) and students’ learning.

The role will require travel to Trust educational settings and offices.

The postholder must be prepared to undergo Enhanced Disclosure and DBS checks and obtain any other statutorily required clearances.

**Detailed Person Specification:**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Essential** | **Desirable** |
| Professional Qualifications and Learning | * Qualified teacher status * Experience of EYFS and Key Stage 1 | * Training for the whole primary age range. * First Aid Training * Knowledge and experience of personalised learning. |
| Experience | * Teaching experience in EYFS & Key Stage 1 with proven ability as a classroom practitioner. * Ability to provide a stimulating and challenging classroom environment for all pupils. | * Classroom experience in the EYFS and Key Stage 1. * Experience of working with and supervising other adult support within the classroom (teaching assistants, parent helpers, students). * Experience of leading a team. |
| Leading, Learning and Teaching | * Knowledge and understanding of a board, balanced and relevant curriculum. * Excellent behaviour management skills. * A secure understanding of the processes by which children learn. * Ability to differentiate the curriculum to meet the needs of all achievers. * Competent in the use of ICT across the curriculum especially in relation to the use of whiteboard technology. * Understanding and use of assessment to inform future teaching and learning. * Competent in the use of observational assessment to inform further learning. * A willingness to work on one or more curriculum areas. * To be able to work creatively and sensitively with children. | * A well-developed knowledge of a particular curriculum or specialist area. * An understanding of a whole school approach to improvement and raising standards. * Effective use of ICT to support planning and assessment. * Familiarity with the SEN Code of Practice. |
| Additional | * Displays commitment to the protection and safeguarding of children and young people. * Up to date knowledge and understanding of relevant legislation and guidance in relation to the protection and safeguarding of children and young people * A highly professional approach to their work. | * The desire for further career progression. * Ability to effectively lead a team and work collaboratively with parents/carers. * Able to manage time effectively. |