

Primary Teacher

Job Description

General duties and teaching responsibilities

- Responsible for attainment and progress for all students taught
- Responsible for the overall development and progress of students in line with personalised educational healthcare plans
- To work towards a shared ethos of “prepare and flourish” and support intrinsically the school values of aspiration, resilience and unity
- To provide a rich and well-resourced learning environment that gives opportunity for precise learning of communication and play
- Helping to create and manage a positive, caring, supportive, purposeful and stimulating environment which is conducive to children’s learning
- Planning and preparing lessons in order to deliver the relevant curriculum, and where necessary other accredited areas, ensuring effective intent, implementation and impact
- Identifying clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
- Teaching lessons that are creative, engaging and inspiring for the pupils
- Helping to maintain a safe orderly environment and discipline among the students, safeguarding their health and safety
- Organising and managing groups or individual students, ensuring differentiation of learning needs, reflecting all abilities, working effectively with external professionals where applicable
- Planning opportunities to develop the social, moral, emotional and cultural aspects of students’ learning
- Developing and maintaining a regular system of monitoring, assessment, record-keeping and reporting of student’s progress
- Ensuring lessons are catered to the needs of the pupils including personalised educational health care plan targets of the pupils
- Ensure the classroom is well organised, tidy and that classroom display is educational and celebratory of pupils’ achievements
- Ensuring effective use of support staff within the classroom
- To participate in staff meetings and relevant CPD opportunities
- To communicate and consult with parents over all aspects of their child’s education – academic, social and emotional
- To partake in the quality assurance of Crosshill School and promote without prejudice the agreed policies of the school/Trust
- Communicating an exciting and stimulating shared vision, which inspires and motivates students, staff and all other members of the school community
- To support the supervision of pupils during break and lunchtimes as directed
- To work as a team player reporting directly to the Headteacher
- To undertake other roles or responsibilities as determined by the Headteacher
- To maintain an up-to-date knowledge of key curriculum areas linked to role

Strategic responsibilities

- To take part in staff development by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working
- To have an outward facing approach and be willing to network with other schools
- To be reflective and to continually strive to for self-improvement

Other specific duties

- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the Trust/School's policies.
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.

Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
ESSENTIAL	DESIRABLE
• Honors degree or equivalent. • Qualified Teacher Status (QTS) or equivalent. • Evidence of recent and relevant training and development.	• Record of continuous professional development.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:
ESSENTIAL	DESIRABLE
• Evidence of high expectations which inspire, motivate and challenge every student. • In-depth knowledge and understanding of SEND and wider educational agenda including current national policies and educational issues. • Demonstration of in-depth subject and curriculum knowledge. • Knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures. • Experience of teaching or supporting at Primary Curriculum Level. • Consistently plan and deliver well-structured lessons that enable all learners to make good progress. • Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning. • Confident in the use of ICT to support remote teaching and learning. • Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing. • Ability to form excellent working relationships with staff, students, parents, Trustees and external partners. • A commitment to and evidence of promoting inclusion, diversity and equal opportunities within the curriculum and in employment practice.	• Experience of teaching or supporting within a continuous provision setting. • Experience of teaching or supporting within early years. • Experience of teaching pupils with SLD. • Experience of teaching or supporting across a range of key stages.

• Proven ability to plan strategically with the expertise to deliver and to communicate compellingly the School's vision. • Be a visible high profile role model with a professional approach that demands excellence, confidence, trust and respect of the Trust and wider community.	
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:
ESSENTIAL	
• A passion for outstanding teaching coupled with the ability to lead and motivate students. • Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding. • Knowledge and understanding of the varying needs and abilities of students with SEND. • A passion and commitment to providing a holistic approach to student development. • Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of students. • Evidence of achieving a safe, secure and healthy school environment. • Willingness to be involved in the wider life of the school community. • Demonstrate the importance of a work life balance.	

Oak Learning Partnership is committed to safeguarding and promoting the welfare of children and young people in their care and expects everybody working for the organisation to share this commitment. To this end any offer of employment will be subject to safer recruitment checks and clearances.