
Job Description for Primary Teacher

Responsible to: Headteacher

Based at: Redscope Primary School

Paid on: MPS to UPS

OVERALL PURPOSE OF THE POST

To secure a high standard of learning and achievement for all students through the delivery of high-quality teaching and the effective use of resources.

MAIN DUTIES

- To have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- To hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- To maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- To communicate effectively with children, young people and colleagues.
- To communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- To recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- To recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- To have a commitment to collaboration and co-operative working where appropriate.

Personal Professional Development

- To evaluate their performance and be committed to improving their practice through appropriate professional development.
- To have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- To act upon advice and feedback and be open to coaching and mentoring.

Professional Knowledge and Understanding

Teaching and Learning

- To have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role. The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust's vision and strategic objectives and to demonstrate its values through their behaviour.

Assessment and Monitoring

- To know the assessment requirements and arrangements for the subjects / curriculum areas they teach, including those relating to public examinations and qualifications.
- To know a range of approaches to assessment, including the importance of formative assessment.
- To know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- To know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and Curriculum

- To have a secure knowledge and understanding of their subjects / curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- To know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.
- To know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- To understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- To know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote quality and inclusion in their teaching.
- To understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- To know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- To know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- To know the local arrangements concerning the safeguarding of children and young people.
- To know how to identify potential child abuse or neglect and follow safeguarding procedures.
- To know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional Skills

Planning

- To plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- To design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- To plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

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Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
- Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

Other

- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
- Perform other duties as assigned by your line manager.

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Person Specification for Primary Teacher

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Appropriate qualifications and training evidence of successful teaching experience in Primary age range • Awareness of very successful teaching practice. • Proven track record of excellent end of year/ key stage results • Understanding of how to develop curriculum subjects throughout school • Secure knowledge of legislation and guidance related to safeguarding children • Evidence of high expectations for children's behaviour and achievement • Ability to work collaboratively with teachers and TAs 	<ul style="list-style-type: none"> • Evidence of creativity in delivery of the curriculum • At least, 2 years experience of working in KS2 • Experience of leading a subject clear educational vision and child centred philosophy • Experience of working in an area of high deprivation or in an outstanding school
Education and Training	<ul style="list-style-type: none"> • Qualified Teachers Status • Degree or other professional qualification • Commitment to own continuing personal professional development (CPD) 	<ul style="list-style-type: none"> • Evidence of additional training courses/certificates
Special Skills and Knowledge	<ul style="list-style-type: none"> • Secure National Curriculum and assessment knowledge with the ability to provide high standards of learning, teaching and classroom management • Commitment to working in partnership with parents/carers, local community and all other relevant agencies 	<ul style="list-style-type: none"> • Commitment to concept of continuous school improvement • Evidence of working with a range of children and their needs
Personal Skills and Qualities	<ul style="list-style-type: none"> • Clear oral communication • Good written communication • The ability to communicate effectively to a range of audiences • The ability to form effective working relationships and work as part of a team • Good organisation and management skills 	<ul style="list-style-type: none"> • Sense of humour • Possess emotional intelligence

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	<ul style="list-style-type: none"> • Committed to working in an inclusive environment • Capacity to support a high level of staff morale and motivate others 	
Additional Factors	<ul style="list-style-type: none"> • Flexibility to respond to the full range of responsibilities described in the job description 	

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