

# JOB DESCRIPTION AND PERSON SPECIFICATION

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|-------------------|---------------------------------------|-------------------|---------------------------|
| <b>Job Title</b>  | Primary Teacher (Maternity Cover)     | <b>Location</b>   | Woodlands Primary Academy |
| <b>Salary</b>     | M1 - UPR £32,916 - £51,048 (Pro-Rata) | <b>Hours</b>      | 32.5 hours                |
| <b>Department</b> | Teaching                              | <b>Reports To</b> | Headteacher               |

## JOB PURPOSE:

To be responsible for achieving the best possible standards in work and conduct for all pupils in the class and to promote and safeguard the welfare of all pupils within the school.

## KEY RESPONSIBILITIES AND DUTIES:

### 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' and all Teachers job descriptions are linked to the DfE Teachers' Standards 2012. Teachers' work performance will be assessed against the Teachers' Standards as part of the performance management process.

### HIGH EXPECTATIONS

- Set high expectations which inspire motivate and challenge pupils
- Teach pupils across the primary age and ability range
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and take into account analysis of these data.
- Prepare, develop and deliver teaching programmes using materials and techniques which will engage and stimulate pupils of all abilities.
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback, reflect on progress and take a responsible and conscientious attitude to their own work and study.

### PROMOTE GOOD PROGRESS

#### As a class teacher:

- Monitor the personal and social development, health and welfare of each pupil in the class
- Have a thorough knowledge of all pupils in the class through data provided, and contact with pupils, parents and staff colleagues as appropriate.
- Be aware of the relevant curriculum for all pupils in the class and monitor the academic progress of pupils through their reports, studies, grades and contact with other teachers.
- Encourage and be aware of the involvement of pupils in the school's extra-curricular activities.
- Be aware of pupils' capabilities and prior knowledge. Plan teaching to build on these, demonstrating knowledge and understanding of how pupils learn.
- 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 and to underpin good quality teaching and learning.

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## **CURRICULUM KNOWLEDGE**

- Maintain a secure up-to-date knowledge of relevant subject areas through participation in training and development opportunities identified by the school or as an outcome of the appraisal process.
- Deliver the curriculum as relevant to the age and ability of the pupils.
- Set appropriate homework in line with school policy and the homework timetable.
- Support the development the pupils' reading, writing, mathematics and communication skills through the curriculum.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English at all times.

## **PLAN AND TEACH WELL STRUCTURED LESSONS**

- Contribute to the development of schemes of work.
- Engage in short medium and long term planning of lessons and sequences of lessons.
- Demonstrate a clear understanding of appropriate teaching strategies relevant to the age and abilities within the group.
- Plan and undertake enrichment & extension activities where possible to consolidate and extend the knowledge and understanding pupils have acquired.

## **ADAPT TEACHING**

- Monitor the progress of groups to close any gaps between them.
- Teach appropriately differentiated lessons which will enable pupils of lower ability to engage with the subject and learn effectively
- challenge and stretch pupils of higher ability.

## **ASSESSMENT**

- Use formative and summative assessment opportunities to maximise pupils' progress.
- Use relevant data to monitor progress, set targets, set homework and plan subsequent lessons.

## **MANAGE BEHAVIOUR**

- Implement whole school strategies to support behaviour for learning.
- Carry out morning afternoon and break time duties as directed.
- Establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively as necessary.
- Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
- Promote and safeguard the welfare of all pupils within the school, raising any concerns in accordance with the school's protocols and procedures.

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## WIDER PROFESSIONAL RESPONSIBILITIES

- Support the school's Initial Teacher Training activity as appropriate.
- Take opportunities to develop professionally and share good practice to develop consistently high standards of teaching and learning.
- Work collaboratively with our partner schools to support pupils' transition.
- Facilitate the work of support staff to enhance pupils' progress.
- Work collaboratively with parents and carers to support pupils' progress.
- Support pupils to develop wider key skills.
- Uphold all school and Creative Education Trust policies.
- Attend and actively participate in meetings.
- Make a positive contribution to the wider life and ethos of the school.

**The job description and salary scale may be subject to review at the end of the academic year. In addition, it may be amended at any time after consultation with the postholder.**

| JOB REQUIREMENTS:                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                           |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                    | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Desirable                                                                                                                                                                                                                                 |
| <b>QUALIFICATIONS</b>              | <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Evidence of continuous professional development</li> <li>• NPQML</li> </ul>                                                                                                                      |
| <b>EXPERIENCE</b>                  | <ul style="list-style-type: none"> <li>• Experience of teaching across primary range</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Teaching experience across the whole primary age range</li> <li>• Experience of leading a subject area or phase</li> </ul>                                                                       |
| <b>KNOWLEDGE AND UNDERSTANDING</b> | <ul style="list-style-type: none"> <li>• Understanding of National Curriculum</li> <li>• Ability to deliver well planned and stimulating lessons across the curriculum and ability range</li> <li>• Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice</li> <li>• Knowledge of what constitutes effective teaching and learning including different styles of learning</li> <li>• Evidence of planning, organisation, implementation, assessment and record keeping</li> </ul> | <ul style="list-style-type: none"> <li>• Specific expertise and enthusiasm for planning and teaching a creative, cross curricular approach</li> <li>• Understanding of strategies and methodologies for quality first teaching</li> </ul> |

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|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <ul style="list-style-type: none"> <li>• Ability to support less-able children and extend the more able</li> <li>• Knowledge of current educational trends and initiatives</li> <li>• Knowledge of SEN Code of Practice</li> </ul>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                       |
| <b>SKILLS AND PERSONAL ATTRIBUTES</b> | <ul style="list-style-type: none"> <li>• Consistently good teaching</li> <li>• Ability to maintain an orderly, attractive and well managed classroom</li> <li>• High expectations of pupils to do their very best and make significant progress</li> <li>• Ability to help pupils become independent learners</li> <li>• Competency in ICT and ability to use ICT across the curriculum</li> <li>• Well organised and good communication skills</li> <li>• Ability to establish sound professional relationships with children, colleagues, parents and community</li> </ul> | <ul style="list-style-type: none"> <li>• Willingness and ability to contribute to whole school development</li> <li>• Willingness and ability to contribute to extra-curricular activities</li> </ul> |
| <b>EQUAL OPPORTUNITIES</b>            | A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                       |
| <b>SAFEGUARDING</b>                   | A thorough understanding of up-to-date safeguarding requirements and best practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                       |
| <b>OTHER REQUIREMENTS</b>             | High expectations for every pupil and a proven track record of making a difference to the learning and experiences of pupils inside and outside the classroom.                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                       |

**Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.**