

Job Description

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| Job Title | KS1/KS2 Class Teacher |
| Reports to | Principal |
| Salary/Grade | Main Pay Scale/Upper Pay Scale |

Key Objectives

- Teach and develop their teaching in order to maximise learning for every individual pupil
- Participate, as appropriate, in pastoral care arrangements so that each pupil is known and challenged
- Participate, as appropriate, in extra-curricular enrichment for the benefit of pupil
- Embrace our aspirational culture in relation to both the processes and outcomes of education
- Follow policies and procedures, and from time to time participate in their review

Professional Duties

- Teaching, having regard to the curriculum to promote the development of the abilities and aptitudes of the pupils in any class or groups assigned. Planning, preparation, marking and assessing work is key, as is the adapting to suit educational needs.
- Other teaching activities to include the provision and guidance to pupils on educational and social matters. Communicate and consult with parents and outside bodies where appropriate and attend associated meetings.
- Providing or contributing to oral and written assessment reports relating to individual pupils or groups.
- Participating in the review of your teaching programmes and methods of work, development of course materials and programmes and participate in arrangements for further training and professional development.
- Providing teaching support and cover, within the agreed guidelines, where another teacher is not available to teach
- Participating in arrangements for preparing students for external tests, undertaking assessments as required and participating in arrangements for and supervision during tests within the agreed guidelines.
- Participating in appropriate administrative and organisational tasks relating to teaching duties, attend, lead assemblies and register attendance
- Leading and participate in timetabled extra-curricular activities
- Participating in the Academy's Performance Management Process

General Responsibilities

- Take on any additional responsibilities which might from time to time be reasonably determined
- Create and maintain positive and supportive relationships with staff, parents, business, community and other partners including the Board
- Engage with appropriate training opportunities to promote professional effectiveness in this role
- Promote a flexible approach to meet the changing needs of the Academy.
- Ensure that teaching and other staff receive adequate support to meet educational and operational objectives

Academy Responsibilities

In addition to the specific responsibilities of this post, every member of staff at the Academy will commit to:

- Providing a courteous and efficient service to students at all times
- Using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- Working to maintain the Academy at the forefront of educational practice
- Fostering and sustaining a culture of leadership and creativity within all aspects of the Academy's operation
- Promote the safeguarding of all students

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Person Specification

| Attribute | Essential or Desirable Criteria | Assessment |
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| Qualifications | | |
| DFE Recognised teaching qualification and Qualified Teacher Status (QTS) – Where overseas trained, appropriate NARIC certificates must be provided, and any qualifications must be at least equivalent to UK | E | A |
| Degree in relevant subject(s) | E | A |
| Further degree (e.g. Masters) | D | A |
| Knowledge and Understanding | | |
| The subject(s) to be taught, at a level and breadth sufficient to challenge the most able students and achieve high outcomes throughout all key stages. | E | A/I/L/R |
| The National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s). | E | I/L/R |
| Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children. | E | A/I/L |
| Knowledge and understanding of McKie Mastery pedagogical approach to teaching | D | A/I |
| The monitoring, assessment, recording and reporting of student progress. | E | A/I/R |
| The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. | E | A/I |
| Effective strategies for working with students with Special Educational Needs, including Gifted & Talented students. | D | A/I |
| Recent, relevant curriculum developments in the subject area and their impact on teaching and learning. | D | A/I |
| The 'Help Children Achieve More' agenda and its application in the school environment. | D | A |
| Skills and Abilities | | |
| Promote a positive and inclusive Academy and House identity for all students. | E | A/I |
| Establish a purposeful learning environment where all pupils feel secure and confident. | E | A/I/L |
| Set high expectations for all students and demonstrate a commitment to raising educational achievement. | E | A/I/L |
| Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records. | E | A/I |
| Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale. | E | A/I/L |
| Effectively deliver a range of inclusive teaching and learning strategies to maximise progress and achievement and offer equality of access to the curriculum for all students. | E | A/I/L/R |
| Use ICT effectively as an integral part of teaching and learning. | E | A/I/L/R |
| Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders. | E | A/I/L/R |

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| Build effective relationships with colleagues and to be an active team member within the House. | E | A/I/R |
| Establish and develop good relationships with students, parents and external organisations. | E | A/I/R |
| Manage difficult situations and deal with sensitive issues tactfully and diplomatically. | E | A/I |
| Adapt to change and the introduction of new working practices. | E | A/I/R |
| Develop strategies for creating links with the community and external organisations. | D | A/I |
| Experience | | |
| Delivering student-centred learning in chosen subject(s) at Key Stage 1 and/or 2. | E | A/I |
| Planning, designing and delivering schemes of work to national exam board/course specifications. | E | A/I/L |
| Personal Commitment | | |
| Demonstrate and adhere to TDET and Academy's Core Values. | E | A/I |
| Commitment to equality and diversity in the workplace. | E | A |
| Adhere to GDPR guidelines and the Academy's internal procedures. | E | A |
| Adhere to the Academy's Safeguarding and Prevent policy and procedures. | E | A/I |
| Adhere to TDET's Health and Safety policy and procedures. | E | A |

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation R – References