


Swindon Academy

Job Description

Post Title:	Primary Teacher
Purpose:	<ul style="list-style-type: none"> • To carry out professional duties and to have responsibility for an assigned class. • To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities. • To promote the aims and objectives of the academy and maintain its philosophy of education
Reporting To:	Phase Leader
Liaising With:	Phase Team, Year Team and Primary Leadership Board.
Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • manage and organise the classroom learning environment, displays and working walls to ensure the classroom reflects the school's high standards and aspirations • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.
Demonstrate good subject and curriculum knowledge ?	<ul style="list-style-type: none"> • have a secure knowledge of the relevant primary subject(s) and curriculum areas, foster and maintain pupils' interest in these subjects, and address misunderstandings • demonstrate a critical understanding of developments within English and maths in the primary phase • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

<p>Plan and teach well structured lessons</p>	<ul style="list-style-type: none"> • create effective medium term plans to ensure a good coverage of the national curriculum as appropriate for the year group. • plan lesson sequences, learning objectives and steps to success so that learning is maximised throughout the week. • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children’s intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging primary curriculum.
<p>Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to learn effectively • have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<p>Make accurate and productive use of assessment </p>	<ul style="list-style-type: none"> • know and understand how to assess the English maths and the foundation subjects, including statutory assessment requirements (EYFS GLD, Year 1 Phonics Test, KS1 SATs and KS2 SATs) • make use of formative and summative assessment to secure pupils’ progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
<p>Duties</p>	<ul style="list-style-type: none"> • carry out duties in accordance with published schedules, or in response to reasonable requests.
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy • have high expectations of behaviour, and use the academy’s established behaviour for learning policy with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage the class effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
<p>Enrichment</p>	<ul style="list-style-type: none"> • contribute to the Academy Extra Curricular Programme
<p>Other Specific Duties</p>	

To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.
- comply with the Academy's Health and Safety Policy and undertake risk assessments as appropriate.
- comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate to reflect or anticipate changes in the job commensurate with the grade and job title. It may be subject to change or modification at any time after consultation taking into account the circumstances of the Academy and their implications.

Print Name:.....

Signature:.....

Date:.....