



School	Boughton Primary School
Post title	MAIN SCALE CLASS TEACHER
Responsible to/Reviewed by	Head Teacher and Key Stage Leader
Last updated	May 2021

All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document (Paragraphs 1 to 8). These detail the professional and particular duties required of teachers, together with requirements for management time, working time and guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

SAFER RECRUITMENT STATEMENT

As with all posts at Boughton Primary School, this post is exempt from The Rehabilitation of Offenders Act 1974 as the position requires working within close proximity of young children. The post holder will be required to undertake an enhanced DBS. Boughton Primary School is committed to the safeguarding and well-being of all children.

Core Purpose:

To carry out the general professional duties of a class teacher; provide quality first teaching, continually improving learning and achievement for all pupils; identify, acknowledge and positively promote the possibilities within each child.

TEACHING AND LEARNING

- Teach the breadth and depth of content and skills as covered by the Programme of Study within Curriculum 2014 or the EYFS and the agreed Religious Education syllabus, in line with the Teachers' Standards and school policies;
- Set and maintain high expectations for pupils' learning and behaviour;
- Identify and share clear learning objectives with the children;
- Ensure targets are explicit, shared with the children and used to inform future planning;
- Ensure the needs of individuals are met by the use of appropriate differentiation;
- Ensure familiarity with the SEN Code of Practice, implement and keep records, including provision maps or individual education plans as appropriate;
- Utilise and manage the support of teaching assistants, and volunteers, effectively;
- Plan for and evaluate the effective use of resources, including ICT resources, and adapt teaching according to the available resource.

ASSESSMENT, RECORDING AND REPORTING

- Encourage children to assess their achievements against explicit success criteria;
- Assess and record each child's progress in line with the current agreed school systems;
- Ensure marking is up to date and in line with the marking and feedback policy;
- Analyse, interpret and act upon class performance data, to achieve a positive impact for individuals, groups and the whole class;
- Fulfil statutory assessment and reporting requirements.

PASTORAL CARE AND RELATIONSHIPS

- Lead by example in line with our Values' Education approach;
- Build effective relationships with children ensuring each individual feels valued and appreciated;
- Be responsible for the children's physical, intellectual, emotional and social development;

- Plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;
- Encourage a climate of trust, self-discipline and respect for each other;
- Facilitate each child in identifying their strengths both personally and academically;
- Develop open and effective relationships with parents;
- Encourage a respect for diversity and appreciation of differing cultures and beliefs;
- Liaise with other teaching and support staff, educational support services and external agencies as necessary.

LEARNING ENVIRONMENT

- Provide a safe and stimulating learning environment, demonstrating the value placed on children's work by means of regularly changing, high quality displays;
- Promote a positive climate, managing behaviour in line with the school's positive behaviour policy;
- Create a climate where risk-taking in learning is encouraged and celebrated;
- Ensure the classroom and area is tidy, with well-maintained, labelled and accessible resources.

CONTINUING PROFESSIONAL DEVELOPMENT

- Participate in meetings which relate to the curriculum and organisation of the school, sometimes leading on elements within such meetings;
- Stay conversant with current developments in education;
- Participate constructively and openly in appraisal and performance management activities, to ensure continuous improvement.

SAFEGUARDING

- Follow safeguarding procedures in line with all relevant school, County Council and national policy; exercise their duty of care to observe and report any concerns;
- Ensure a safe environment for the children at all times;
- Manage health and safety issues, planning lessons to avoid potential hazards.

WIDER PROFESSIONAL RESPONSIBILITIES

- Make a positive contribution to the wider life and ethos of the school;
- Lead a subject and stay conversant with changes in practice; share expertise with others;
- Work with all stakeholders (pupils, parents, staff, governors and the community) to ensure the best possible opportunities for the children at Boughton Primary School;
- Contribute positively to our culture of mutual respect;
- Remain professionally curious; take responsibility for your own learning and continuous development through research and training;
- Uphold the values of the school within school and beyond.

ADDITIONAL INFORMATION/RESPONSIBILITIES

- Undertake any other duties reasonably required by the Headteacher.

This job description will be reviewed by the Head Teacher and each class teacher in the first Performance Management meeting of the academic year. A signed copy will be kept by the teacher and Head Teacher.
Signed (Teacher):
Signed (Head):
Date:

Person Specification: Main Scale Teacher (beyond Early Career)

AREA	ATTRIBUTES	Evidence from: Application (A) Interview (I) Reference (R)	
		ESSENTIAL	DESIRABLE
QUALIFICATIONS & EXPERIENCE	Qualified Teacher Status	A	
	Degree grade 2:1 or above		A
	Evidence of professional development or learning, e.g. INSET training or courses	A	
	First Aid Qualification		A
	Proven experience of teaching within the advertised year group or key stage	A, R	
	Experience of working as part of a team	A, R	
	Experience of working with parents to raise achievement	A, R	
	Experience of teaching across a key stage or the whole primary age range		A, R
KNOWLEDGE AND UNDERSTANDING	Proven understanding of the theory and practice behind providing effectively for the individual needs of all children (demonstrated through classroom organisation, effective differentiation, range of teaching and learning strategies)	A, R, I	
	Proven understanding of the statutory curriculum requirements at the appropriate key stage (i.e. Early Years Foundation Stage or National Curriculum)	A, R, I	
	Able to describe or demonstrate effective monitoring, assessment, recording and reporting of pupils' progress	A, R, I	
	Proven understanding of the statutory requirements of legislation concerning Safeguarding and Child Protection; Special Educational Needs and Disabilities; Equal Opportunities; Health and Safety	A, R, I	
	Proven understanding of the importance of building positive links within school and with all stakeholders	A, R, I	
	Experience of the preparation and administration of statutory assessments, e.g. the EYFS profile; EYFS Baseline Assessment; KS1 or KS2 SATS		A, R, I
SKILLS	Able to promote the school's vision, values and aims positively	A, I, R	
	Able to use effective strategies to maintain own motivation and morale; to manage own life – work balance	A, I, R	
	Able to establish, develop and maintain positive relationships with all involved in the school, based on mutual respect	A, R	
	Able to communicate well in writing and orally, to a range of audiences	A, I, R	
	Able to create a happy, challenging and effective learning environment	I, R	
ATTITUDES & PERSONAL CHARACTERISTICS	Positive, enthusiastic, friendly, empathic, approachable	I, R	
	Committed, flexible, self-motivated, organised, resourceful	I, R	
	Additional skills or talents to enhance our curriculum or our extra-curricular offer	A, I	
	Expresses or indicates a commitment to the school's wider community	A, I	