

**Class Teacher Job Description and Person Specification**

|  |  |
| --- | --- |
| **Job – Teacher,**  **Grade MPS / UPS** | **Role reports to: Headteacher** |

|  |
| --- |
| **Purpose of the role:**   * To ensure high quality teaching, effective use of resources and the highest standards of care, learning and achievement for all children |

**Accountabilities – Whole School**

**Knowledge and understanding**

|  |
| --- |
| * To have current knowledge and understanding of the professional duties of teachers and the statutory framework within which you work. * To take responsibility for implementing school policies and practice with consistency, including those relating to equality of opportunity. * Promote and support the values and ethos of the school – Respect, Responsibility and Readiness * To plan effective sequences of learning to ensure children acquire, practice and embed knowledge, including meeting the needs of children who are more able, have special educational needs, are not yet fluent in English – with particular regard to disadvantaged and vulnerable children. * To assess how well children acquire and understand new learning (knowledge) within lessons and over longer periods of time. * To record assessments in line with school and national assessment procedures and practices. * To provide all children with feedback on their learning so that they know what they will learn, have learnt and how to strengthen future learning. * To provide feedback to leaders and parents on how well individuals learn and what is needed to improve. * To create safe, stimulating and inclusive environments that support learning and in which children feel secure and confident. * To promote positive relationships and consistent expectations and practice for routines which support good behaviour and development of our whole school values, by consistently following staff and children’s behaviour policies. * To take responsibility for professional development (seeking out support and recognising when they can support others). * To co-ordinate an area of the curriculum. * To work effectively as a member of the school team, establishing and maintaining excellent relationships with colleagues, parents and children. * To direct support staff and other adults effectively, involving them, where appropriate, with the planning and management of children’s learning. * To develop links with parents and carers of children throughout school involving them in school life as much as is possible. * To follow Child Protection and Safeguarding policy and practice keeping clear lines of communication with the safeguarding team at all times. |

|  |  |
| --- | --- |
| **Personnel Specification** | |
| **Essential** | **Desirable** |
| **Professional Qualifications and Training** | |
| * Qualified Primary Teacher * Recent relevant CPD: understanding of lesson planning and assessment (intent and implementation); Recent training in Early Reading / phonics (KS1) / SEND | * Recent experience of teaching across the Primary age range (4 – 11); * Evidence of interest in educational research: e.g.: Retrieval practice, Reading for Pleasure |
| **Experience** | |
| * A record of consistently good or better classroom practice * Successful implementation of assessment techniques to inform teaching and learning * Successful experience working with children with a variety of learning needs (e.g.: supporting those new to English, SEND) * Experience of planning to meet the needs of children with special educational needs (including those with EHCPs and social and emotional need) | * Successful teaching experience in more than one setting * Experience of effective involvement of parents in their children’s education * Effective curriculum leadership and management * Working knowledge of the Concrete, Pictorial and Abstract teaching methods in Mathematics * Planning and delivery of systematic phonics |
| **Knowledge, skills and abilities** | |
| * Excellent interpersonal and communication skills at all levels * Ability to model and secure high standards of pupil achievement and behaviour * The ability to demonstrate a positive attitude and to develop and maintain positive and supportive professional relationships with children, staff, parents and Governors * Ability to work as and contribute towards developing an effective team * Ability to provide a broad, balanced, relevant and exciting curriculum * Ability to inspire, lead and motivate children * Confident user of ICT * Excellent organisational and time management skills and an ability to prioritise effectively | * Evidence of parental involvement to improve quality of children’s learning * An awareness / knowledge of statutory assessment * A thorough knowledge and understanding of how children learn * A thorough grasp of current educational issues * Evidence of the use of data to record and track attainment and progress * Knowledge of the National Curriculum/ Early Years framework and its assessment, recording and reporting requirements |
| **Personal Qualities** | |
| * An outstanding passion and drive for raising standards and implementing an innovative curriculum * A willingness to embrace and seek feedback as a tool for own professional development and that of others * A willingness to support school values * Commitment to equal opportunities * Positive, enthusiastic and resilient, thrives on challenge * Commitment to personal and professional development * Commitment to whole school improvement | * Evidence of continuous professional and personal development |