



BROOKHOUSE PRIMARY SCHOOL

'Be the best you can be'

JOB DESCRIPTION

Job title:	Classroom teacher
Reports to:	Headteacher
Contract Type:	Full time permanent
Grade/Salary:	MS1 – MS6 (currently £32,916 - £45,352)
Closing Date:	Monday 26 th January 2026 by 12 noon
Interview:	Tuesday 10 th February 2026

General duties

- Displaying commitment to the ethos and success of the school
- Undertaking duties as required in the 'Teachers' Standards'
- Being familiar with the school's systems, structures, policies and procedures
- Actively supporting school activities where required, including attending educational trips, extra-curricular activities and parents' evenings
- Implementing and delivering an appropriately broad, balanced, relevant and adapted curriculum for pupils
- Monitoring and supporting the overall progress and development of pupils as a teacher
- Facilitating and encouraging a learning experience which provides pupils with the opportunity to achieve their individual potential
- Contributing to raising standards of pupil attainment
- Facilitating and encouraging an environment which provides opportunities for individuals to achieve their personal and academic potential.

Teaching

- Delivering learning in accordance with the curriculum, national guidelines and the school's strategy
- Planning a varied, balanced and appropriate curriculum which supports the needs of all pupils and ensures all pupils reach their potential
- Adapting teaching styles to suit all pupils and providing a supportive learning environment
- Using appropriate resources and equipment so lessons can be accessed by all pupils
- Self-evaluating and reflecting on own teaching practice to improve effectiveness
- Ensuring a high-quality learning experience for pupils

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- Ensuring that the relevant Key Stage curriculum is planned progressively and comprehensively
- Assessing, recording and reporting on the progress, development and attainment of pupils
- Preparing and updating teaching materials as required to ensure a quality learning experience for all pupils
- Using a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the curriculum
- Maintaining strong pupil behaviour in accordance with the school's policies and procedures and encouraging good practice with regard to punctuality, behaviour, uniform, standards of work and homework
- Marking, assessing and giving written/verbal feedback in line with our school's policies and procedures
- Setting appropriate targets for pupils in line with our school's policies and procedures
- Ensuring the effective/efficient deployment of classroom support
- Working as part of a team to evaluate and develop pupils' learning needs.
- Understanding the school's safeguarding procedures and actively promoting pupils' wellbeing and safety.
- Maintaining appropriate records and providing relevant accurate and up to date information for Management Information Systems, registers, target setting, tracking data, etc.

Monitoring and reporting

- Completing the relevant documentation to assist in the tracking of pupils
- Tracking pupil progress and using information to inform teaching and learning
- Providing verbal and written reports to parents.

Subject Leadership

- Leading a specific subject area by keeping up to date with current educational practice and implementing new initiatives in the school at the direction of the Senior Leadership Team
- Ensuring that the subject area is adequately resourced
- Preparing a subject action plan and managing an allocated budget
- Analysing attainment data for the subject area and reporting back to the Senior Leadership Team with areas for development and strategies to address these.

Training

- Keeping up-to-date with, and remaining knowledgeable about, the requirements of the curriculum and national guidelines
- Taking part in the school's staff development programme
- Continuation of personal development in relevant CPD including subject knowledge and teaching
- Engaging actively in the school's appraisal process
- Staying up to date with changes and developments in the structure of the curriculum.

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Communication

- To communicate effectively with the parents of pupils as appropriate
- To work with the DSL and their deputies to ensure safeguarding is promoted
- To work with the SENCO to ensure pupils with SEND are appropriately supported
- Where appropriate, to communicate and co-operate with agencies outside the school
- To contribute to the development of effective subject links with external agencies
- To follow agreed policies for communications in the school.

Other Professional Requirements

- To play a full part in the life of the school community encouraging other staff and students to follow our ethos and vision at all times
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only, and may be changed at management's discretion in the future.

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PERSON SPECIFICATION

KEY: E = Essential Criteria; D = Desirable Criteria; AF = Application Form; I = Interview

Categories	Essential	E/D	AF/I
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Early Years Specialist degree • Recent and relevant professional development • Completed ECT induction • Commitment to continuing professional development, working towards standards in the standards framework 	E D E D E	AF AF AF AF AF
Experience	<ul style="list-style-type: none"> • A minimum of one year's experience of teaching in an early years' environment • Experience of working in a KS1 environment • Experience of developing positive working relationships with a wide range of people <p>Proven record of good/outstanding teaching</p> <ul style="list-style-type: none"> • Experience of leading and supporting others (e.g. staff, students) • Experience of working in partnership with other agencies and sectors • Experience of planning, delivering inclusive early year's provision • Experience of planning and delivering the Key Stage 1 Curriculum • Experience of supporting effective transitions • Experience of working with children with EAL 	E D E E E E D E E	AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I

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	<ul style="list-style-type: none"> • Experience of working in partnership with the SENCO in identifying and supporting children with additional needs 	E	AF/I
Knowledge	<ul style="list-style-type: none"> • Working knowledge of relevant legislation and national guidance and policy for Early Years and Key Stage 1 	E	AF/I
	<ul style="list-style-type: none"> • Monitoring, assessment, recording and reporting of pupil's progress in the Foundation Stage and Key Stage 1 	E	AF/I
	<ul style="list-style-type: none"> • Experience of supporting the diverse needs of children, parents, carers and families 	E	AF/I
	<ul style="list-style-type: none"> • Experience of and an excellent understanding of a range of teaching, learning and behaviour management strategies 	E	AF/I
	<ul style="list-style-type: none"> • Knowledge and understanding of safeguarding policy and procedures 	E	AF/I
	<ul style="list-style-type: none"> • Experience of and excellent understanding of how teaching and learning styles contribute to raising achievement 	E	AF/I
Skills and Abilities	<ul style="list-style-type: none"> • Have high expectations of children and be able to excite, enthuse and inspire children 	E	AF/I
	<ul style="list-style-type: none"> • Ability to work as a full and active member of a team 	E	AF/I
	<ul style="list-style-type: none"> • Ability to foster good working relationships 	E	AF/I
	<ul style="list-style-type: none"> • Use data analysis to inform planning and development 	E	AF/I
	<ul style="list-style-type: none"> • Ability to communicate effectively with children, parents, staff and stake holders 	E	AF/I
	<ul style="list-style-type: none"> • Ability to promote positive behavior from all pupils ensuring high standards of discipline and good relationships 	E	AF/I
	<ul style="list-style-type: none"> • Ability to organize work, prioritise tasks, make decisions and manage time effectively 	E	AF/I
	<ul style="list-style-type: none"> • Ability to think and plan activities creatively with a focus on high-quality interactions 	E	AF/I
	<ul style="list-style-type: none"> • Ability to provide a stimulating, encouraging and secure learning environment, both indoors and outdoors 	E	AF/I

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	<ul style="list-style-type: none"> Committed to the education of the whole child 	E	AF/I
Aptitude / Attitude	<ul style="list-style-type: none"> Support Brookhouse Primary School's visions and values including the need for the school to play a full part in the local community 	E	AF/I
	<ul style="list-style-type: none"> Commitment to the provision of a quality Early Years education which promotes equality and partnership with children, parents and carers 	E	AF/I
	<ul style="list-style-type: none"> Awareness of and commitment to following processes and policies 	E	AF/I
	<ul style="list-style-type: none"> To show commitment to ongoing professional development 	E	AF/I
	<ul style="list-style-type: none"> Empathy with children, other team members, community and parents 	E	AF/I
	<ul style="list-style-type: none"> Have an enthusiastic, self-motivated and flexible attitude 	E	AF/I

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