

Job Description



School: Francis Baily Primary School

Job title: Class teacher (Primary)

Reporting to: SLT

The responsibilities of the post are to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document (2012) and within the range of teachers' duties set out in that document.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Overall Role and Remit

- a) To maximise the achievement of all children in your charge
- b) To be responsible for these children's safety and welfare
- c) To assist in the development of the team and other teachers within the school

PART ONE: Teaching

A Teacher must:

1. Set high expectations which inspire, motivate and challenge pupils;

- a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- a) Be accountable for pupils' attainment, progress and outcomes.
- b) Plan teaching to build on pupils' capabilities and prior knowledge.
- e) Guide pupils to reflect on the progress they have made and their emerging needs.
- f) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- g) Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- a) Have a secure knowledge of curriculum areas.
- b) Demonstrate a critical understanding of developments in curriculum areas and take responsibility for promoting high standards of literacy and numeracy.

4. Plan and teach well-structured lessons

- a) Impart knowledge and develop understanding through effective use of lesson time.
- b) Promote a love of learning and children's intellectual curiosity.
- c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- d) Reflect systematically on the effectiveness of lessons and approaches to teaching.
- e) Contribute to the design and provision of an engaging curriculum.

5. Adapt teaching to respond to the strengths and needs of all pupils

- a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- c) 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.
- d) 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.

6. Make accurate and productive use of assessment

- a) Know and understand how to assess the relevant curriculum areas, including statutory assessment requirements.
- b) Make use of formative and summative assessment to secure pupils' progress.
- c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- d) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- a) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour, both in the classrooms and around the school, in accordance with the school's behaviour policy.
- b) Have high expectations of behaviour and establish a framework for discipline with a range of strategies: using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- c) Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

8. Fulfil wider professional responsibilities

- a) Make a positive contribution to the wider life and ethos of the school.
- b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- c) Deploy support staff effectively.
- d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- e) Communicate effectively with parents with regard to pupil's achievements and well-being.

PART TWO: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher.

Review of Performance

Performance Management reviews will focus on the post holder's responsibilities. There is recognition that however good we are at our job; we should embrace the notion of 'continuous improvement'.

Code of Conduct

The school expects all staff to ensure that their standards of conduct are, at all times, compliant with the WBC Code of Conduct for Employees in schools.

Generic Responsibilities of all Francis Baily Staff

- a) To work consistently to uphold schools vision statement.
- b) To follow all school policies.
- c) To work in a co-operative and polite manner with all stakeholders.
- d) To work with pupils in a courteous, positive, caring and responsible manner at all times.
- e) To follow the child protection and safeguarding procedures, ensuring that children's safety and wellbeing is never compromised.
- f) To be polite, cooperative and positive when communicating to other stakeholders.
- g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- h) To lead an area or subject within the staffing structure of the school.
- i) To work with visitors to the school in such a way that it enhances the reputation of the school.
- l) To seek to improve the quality of the school's service.
- j) To present oneself in a professional way that is consistent with the values and expectations of the school.

PERSON SPECIFICATION

School: Francis Baily	Location:
Job Title: Class teacher (Primary, Infants, Junior).	Salary range: in accordance with Teachers Pay and Conditions

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	Qualified teacher status	A degree or equivalent qualification Evidence of in service professional development
Knowledge (Knowledge, abilities, skills, experience)	A thorough up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively. A thorough understanding of the national curriculum and a range of assessment requirements and arrangements. Know how to use local, national and statistics to evaluate the effectiveness of teaching. Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion. Knowledge of computer software relevant to the curriculum	Thorough knowledge and understanding of the National Curriculum.

	<p>Knowledge and understanding of the potential of computer technology to enhance the curriculum.</p> <p>Know the legal requirements, national policy and guidance on the safeguarding of children.</p>	
Skills and Abilities	<p>Ability to prepare and plan effectively.</p> <p>Good organisational skills</p> <p>Ability to prioritise and management time effectively.</p> <p>Ability to work as part of a team</p>	
Work-related Personal Requirements	<p>An enhanced DBS demonstrating suitability to work with children,</p>	