



JOB DESCRIPTION & PERSON SPECIFICATION – CLASSROOM TEACHER

| POST TITLE AND GRADE | CLASS TEACHER – Willow Class | ECT/MAINSKALE 1-4 |
|--|---|-------------------|
| DIRECTLY RESPONSIBLE TO: | The Headteacher (Tracey Cansdale) and if an ECT, a Mentor will be appointed. | |
| JOB CONTEXT | <ul style="list-style-type: none">• The job requires that you teach children in the primary age range 4-11 years. It is envisaged you will initially have responsibility for a KS2 class (mixed Year 4/Year 5 – Willow Class).• You will have responsibility for a class, as well as collective responsibility for the welfare and discipline of all children around the school.• Duties will be carried out within the directed 1265 hours, under the direction of the Headteacher and as described in the relevant school policies and at other times as decided by the teacher.• All teachers make a valuable contribution to the school’s development and, therefore, to the progress of all pupils. | |
| PURPOSE | <ul style="list-style-type: none">• To carry out the professional duties of a teacher (SEE ALSO TEACHER STANDARDS)• To deliver high quality teaching and learning to pupils who are assigned to you• To support the school’s aims and values and promote these effectively within the whole school community | |
| EARLY CAREER TEACHERS | <p>If you are an ECT we will also:</p> <ul style="list-style-type: none">• provide a role model for professional practice in the school and assign the ECT a mentor• Enable the ECT to build upon existing knowledge, skills and understanding.• Assist the ECT in becoming a full member of the teaching profession and provide a foundation for continuing professional development (CPD).• Enable the ECT to meet identified goals and complete their induction year to the required standard.• Be systematic, fair and rigorous in assessment of the ECT’s professional practice.• Provide support to the ECT if she/he fails to make satisfactory progress. | |
| TASKS & DUTIES: | | |
| Ethos, expectations and learning environment | | |
| To motivate and encourage all pupils to discover the pleasure of learning and to enjoy success. | | |
| To evaluate and promote children’s welfare and progress, including their personal, physical, social, spiritual and emotional development. | | |
| To model high standards of presentation and personal and professional conduct in all aspects of school life. | | |
| To have a commitment to valuing all children’s achievements. | | |
| To create a stimulating and attractive learning environment for the children within which they feel happy, safe and secure. | | |
| To contribute to the school environment as a whole – including our digital environment, school building and school grounds. | | |
| To keep the learning environment tidy, well-organised and updated. | | |
| To be in sympathy with the Christian ethos of the school and live out our vision statement: ‘Preparing, Sowing, Growing’ from the Parable of the Mustard Seed. | | |



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Planning teaching and learning

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in your class. You will be supported in this by the long-term planning and schemes of work which have already been developed by the staff team at Christ Church as part of our curriculum development.

To ensure that curriculum materials are accessible and challenging to enable all pupils to access and achieve success in the curriculum

To have consistently high expectations, setting work that is sufficiently challenging and ensures high levels of pupil interest so that all pupils may achieve their full potential.

To mark and assess pupils' work and to record their development, progress and attainment, both at school and elsewhere

To monitor and track the academic progress of every child, ensuring that assessment outcomes are used effectively to inform future teaching and learning plans in order to maximise the potential for each individual learner's achievement. Currently we track pupils' progress termly in a way which minimises teacher workload but provides good assessment information to enable staff to plan for progression.

To participate in the arrangements for preparing pupils for external tests.

To be familiar with the SEND Code of Practice, identify pupils with SEN and implement, review and update children's individual learning plans and records as appropriate with the support of the SENCO.

To ensure that your classroom practice supports and implements all relevant whole school policies

Whole school organisation, strategy and development

To contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

To participate fully in all aspects of school life.

To attend staff meetings and other meetings, as appropriate.

To play an active role in the school's monitoring and self-evaluation processes.

To contribute to the on-going development of teaching and learning in the school by sharing good practice and working effectively with others to develop new ideas.

Working with colleagues and other relevant professionals

To collaborate and work with colleagues and other relevant professionals within and beyond the school.

To implement the advice/guidance offered by relevant professionals.

To foster positive relationships with all staff.

To uphold and contribute to the positive reputation of the school in its work with outside agencies.

If you are an ECT, to attend such training and meetings as will enable you to successfully complete Induction.



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Health, safety and discipline

To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

Management of staff and resources

To direct and supervise support staff assigned to you.

To effectively deploy resources delegated to you.

Communication and relationships

To foster positive, supportive relationships with pupils, parents and carers.

To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

Build relationships with governors, especially during 'Link Governor Week' which happens termly.

Supervise the work of any support staff, including trainees and volunteers, who are assigned to work with your pupils.

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils.

Professional development

To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings.

To attend staff meetings and other professional meetings and training as appropriate.

To take part in appraisals and reviews of your own performance and to be responsible for your own Professional Portfolio, in line with the Policies and Code of Practice for the School.

Equality policies

To help ensure that subject-matter and learning resources reflect LA and school policies on the Equality Duty and that the implications of these policies are borne in mind in relation to all the tasks and duties listed above.

GENERAL DUTIES & OTHER RESPONSIBILITIES

This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying them out, although the duties listed will qualify for non-contact time for Preparation, Planning and Assessment, in line with your teaching time.

To supervise and monitor learners' behaviour and conduct both in lessons and in the playground as part of the school duty of care, pastoral and welfare support.

To be familiar with the fire drill and evacuation procedures and school medical routines and responsibilities.

To report all accidents of children to senior staff and after consultation to parents when appropriate.

To accompany a staff member and injured child, who requires urgent medical attention (if necessary).



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To support the school in meeting its legal requirements for collective worship.

To be aware of safeguarding issues in their fullest sense including health and safety, security, e-safety, the Keeping Children Safe in Education suite of policies and your important role in keeping children safe.

To be aware of child protection issues and the need for confidentiality and to identify to the class teacher and/or the named child protection colleague in school, concerns in respect of individual children.

Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers.

To undertake such duties at the direction of the head teacher as may reasonably be required by the changing needs of the school.

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances therefore is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.

AGREEMENT

Date for revision of this document: **Spring 2023**

Received and accepted by:

Date:

Headteacher:

Date:



Person Specification for Willow Class Teacher

| | Essential | Desirable | Tested by |
|-------------------------------------|---|---|--|
| Experience | Experience of teaching within Primary Phase or Year group | | Application Form Interview |
| Education and Qualifications | Appropriate teaching qualifications including QTS or working towards it Willingness to undertake further training | Evidence of ongoing professional training | DfE Number Application Form Interview |
| Skills and Abilities | Excellent classroom practitioner Effective communicator Understanding of planning for differentiation in mixed ability classes Knowledge and understanding of planning a stimulating curriculum with cross curricular links Demonstrate a range of strategies for dealing with a variety of behaviours Demonstrate an awareness of safeguarding issues in their widest sense | Knowledge of current innovative practice in primary schools | Application Form Interview Tasks References |
| Motivation and Personality | Self-motivated Expressed focus on quality and school improvement Appreciation of the importance of a 'team' philosophy Able to work effectively with a wide range of fellow professionals, external agencies and others Ability to prioritise own well-being effectively in an environment and job where tasks can seem never ending! | | Application Form Interview References |
| Educational Values | Commitment to teaching approaches which encourage all children to | | Application Form Interview |

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|----------------------|--|--|--|
| | <p>give their best irrespective of ability, gender, ethnic or social background</p> <p>Recognition of the importance of a stimulating environment</p> <p>A commitment to the priorities of our curriculum: outside learning; physical and mental well-being; Christian values; our place in the world - the global dimension; and enabling our children to explore opportunities through visits, visitors and widening their ambition. sustainability and cross curricular connections</p> | | <p>Tasks</p> <p>References</p> |
| Other Factors | <p>Eligibility to live and work in the United Kingdom</p> <p>Suitability to work with children</p> <p>Willing to react flexibly to new or unexpected situations</p> | | <p>Interview</p> <p>Required documentation for Eligibility</p> <p>DBS and Barred List checks</p> |