

JOB PROFILE

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| Job Title: | Class Teacher – KS2 | School/Department: | Coppice Valley Primary School |
| Salary Grade: | MPS | Working Hours: | Full time |
| Contract Type: | Permanent | Location: | Knapping Hill, Harrogate |

Responsible to: Headteacher

Role summary:

- We are looking for an inspirational practitioner who is enthusiastic, positive, hard-working and passionate and has a strong record of highly effective teaching and learning.
- Key aspects of the role are to facilitate and deliver high quality learning experiences for all pupils; to challenge inspire and motivate our children; to be supportive, nurturing and understanding, with high expectations and form positive relationships with pupils, colleagues and parents / carers.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service:

No smoking policy, including e-cigarettes.

Occasional requirement to work outside of school hours and off school premises



Role specific responsibilities:

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep all pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning through interactive, reflective teaching, clear communication and good use of resources.
- Set high expectations for pupils' behaviour, promoting self-control and independence of all learners; establishing and maintaining high standards through well-focused teaching and positive, nurturing relationships.
- Manage behaviour effectively using a range of approaches, using praise, rewards and where needed sanctions, which are consistently and fairly applied and are appropriate to pupils' needs, using a restorative approach.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Support children with their pastoral needs, making referrals to our Nurture Team as required
- Identify clear teaching objectives, content, lesson structures and sequences of lessons appropriate to the subject matter and the pupils being taught.
- Provide consistency for pupils' by planning and teaching following the school's preferred methods
- Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support.
- Implement and keep records to support children with EHCP's or children who need additional interventions.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum, KS2
- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.

- Liaise with other professionals (such as a speech therapist, when required)

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.



Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



Our Trust Values



Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals



We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

PEOPLE PROFILE

| Aptitudes and Characteristics | Essential | Desirable |
|---|-----------|-----------|
| High level of written, oral and communication skills | * | |
| Ability to communicate effectively orally and in writing to a range of audiences | * | |
| High level of organisation and planning skills | * | |
| An excellent classroom practitioner | * | |
| Work effectively as part of a team, relating well to colleagues, pupils and parents | * | |
| Ability to demonstrate a commitment to equality of opportunity for all pupils | * | |
| Ability to investigate, solve problems and make decisions | * | |
| Management of learning environment and resources | * | |
| Able to use own initiative and motivate and manage people | | * |
| Ability to demonstrate high level ICT skills in personal and educational situations | * | |
| Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them | * | |



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| Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure | * | |
| Ability to offer expertise in a specific subject or area | | * |
| Positive and optimistic attitude towards School Improvement and Inclusion | * | |
| Places high priority on effective team working and works easily and comfortably in a team environment | * | |
| Qualifications, Knowledge and Experience | Essential | Desirable |
| Knowledge of current educational practice and issues | * | |
| Evidence of continuing professional development | * | |
| Take responsibility for their own professional development | | * |
| Understand statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress. | * | |
| Full working knowledge of relevant polices/codes of practice/legislation | | * |
| Knowledge of all phases of primary education | | * |
| Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning | | * |
| As one of the lead professionals in the classroom show an ability to advise and support other staff | | * |
| Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate | * | |
| Plan, allocate, support and evaluate work undertaken by other staff in the classroom | * | |
| Lead professional development through example and support | | * |
| Safeguarding and Promoting the Welfare of Students | Essential | Desirable |
| An appropriate motivation to work with children and young people | * | |
| Ability to maintain appropriate relationships and personal boundaries with children and young people | * | |
| Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline | * | |

