

## Job Description

**Post:** Class Teacher

**Responsible to:** The Headteacher

**Salary/Grade:** MPS/UPS

**REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS disclosure will be requested where required.**

**Scope:** Classroom teacher

**Duties:** The Conditions of Employment for School Teachers (Document on Pay and Conditions) specify the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

**Responsible for:**

- Supporting the vision, ethos and policies of the school and promoting high levels of achievement in EYFS/Key Stage 1/2.
- Supporting the creation and implementation of the school improvement plan, particularly where it relates to EYFS/Key Stage 1/2.
- Evaluating the effectiveness of the provision in EYFS/Key Stage 1/2 in close collaboration with the leadership team
- Organising and managing teaching and learning in EYFS/Key Stage 1/2.
- The development and monitoring of the curriculum provision.
- Supporting the Headteacher in the monitoring of the quality of teaching and children's achievements, including the analysis of EYFS/KS1/2 data.
- The pastoral care of children, promoting independence and good behaviour, in accordance with school policies
- Ensuring that parents are fully involved in their child's learning and development and well-informed about the EYFS/Key Stage 1/2 curriculum, their child's individual targets, progress and achievement
- Developing the use of new and emerging technologies and techniques within the classroom

## **Teaching and Learning**

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective teaching and best use of available time
- Maintaining good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring effective teaching and best use of available time
- Using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resource's and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Mathematics
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively
- Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

### **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Provide feedback for pupils and set targets together for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the pupil is achieving
- Prepare and present informative reports to parents.

### **Curriculum Development**

- Contribute to team responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance
- Contribute to the whole school's development activities

**These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.**

# Person Specification

Factors	Essential	Desirable	Measured By
<b>Qualifications &amp; Skills</b>			
Qualified Teacher status	Essential		A
Graduate	Essential		A
Clear communication/questioning skills – precise approach to written communication	Essential		O I A
ICT competent – Able to use IWB	Essential		O
Able to inspire children’s interest in learning	Essential		O
A full Enhanced Disclosure from the Disclosure and Barring Service	Essential		A I
<b>Special Knowledge, Abilities and/or Experience</b>			
Knowledge of strategies to support learning, progress and standards across the curriculum in EYFS/KS1/2 – evidence of impact on progress	Essential		A R O I
Knowledge of how ICT can be used to support/ enrich learning	Essential		A
Effective classroom management skills – able to provide an effective environment for learning	Essential		O
Clear understanding of the role of assessment in the development of learning	Essential		A O I
Successful record of teaching within primary	Essential		A O I R
Awareness of national trends and developments	Essential		A I
Evidence of commitment to personal and professional development	Essential		A I
<b>Personal Qualities</b>			
Flexibility of approach	Essential		R

Excellent organizational skills	Essential		O R I
Supportive – able to work as part of a team	Essential		R
Able to respond to and seek advice	Essential		R
Ability to work under pressure while maintaining a cheerful disposition	Essential		A O I
<b>Interest &amp; Motivation in the job</b>			
Enthusiasm for children's learning	Essential		O I R A
A commitment to the integration of children with SEN in mainstream school environment	Essential		O I A
A willingness to contribute to all areas of school life	Essential		A R I
<b>*Key: A=Application, R=Reference, O=Observation, I=Interview</b>			