



TEACHER JOB DESCRIPTION	
Role	KS 1 Classroom Teacher
School	Camelford Primary School
Contract	TEMPORARY – MATERNITY COVER
Pay Range	TMS M1-M6
Requirements of moving through salary grades	To make an impact at school level on student outcomes and experience, continuing professional development and maintaining a portfolio of evidence to be reviewed through performance management.
<p>At North Cornwall Learning Trust, our vision is: Ensuring everyone experiences and enjoys success. And our Mission: By working together to nurture the talent in our community, and build within every individual an intrinsic sense of self-worth, achievement and belonging. We ask our staff to help us achieve this, by fulfilling the expectations of their role, as outlined under the following trust aims.</p>	

1. Providing a broad, exciting and holistic curriculum, full of opportunity, experience and diversity.
<ul style="list-style-type: none"> To plan and prepare lessons in order to deliver the National Curriculum ensuring breadth and balance in all subjects. To thread pupil experiences that add interest and engagement throughout the curriculum, including the trust 'experiences' programme. To ensure that all teaching leads to clear curriculum end points, with high expectations of pupils. To demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. To have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings To demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
2. Building strong foundations and providing exciting opportunities for development and growth.
<ul style="list-style-type: none"> To be accountable for pupils' attainment, progress and outcomes To be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these To maintain a regular system of monitoring, assessment, record keeping and reporting of children's progress. To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements To make use of formative and summative assessment to secure pupils' progress To use relevant data to monitor progress, set targets, and plan subsequent lessons To ensure a constant focus on basic academic skills, including reading, throughout all subjects. To encourage pupils to take a responsible and conscientious attitude to their own

work and study
<ul style="list-style-type: none"> To promote a love of learning and children's intellectual curiosity. To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
3. Taking care of our mental health and that of others. Providing support, encouragement and understanding where they are needed.
<ul style="list-style-type: none"> To plan opportunities to develop the social, emotional, and cultural aspects of pupil's learning. To have regard for the MHWB of yourself, and others at all times. To provide support and encouragement to staff and pupils where it is needed.
4. Striving for equality, celebrating diversity and difference, making each and every individual feel proud of who they are.
<ul style="list-style-type: none"> To positively promote equality as an integral part of the role and to treat everybody with fairness and dignity. To consider representation of culture and ethnic background throughout your resourcing and teaching.
5. Seeking out, identifying and celebrating success at every level in every person.
<ul style="list-style-type: none"> To organise and manage groups or individual pupils ensuring scaffolding of learning enables all learners to reach challenging goals. To set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions To actively consider the performance and engagement of disadvantaged pupils throughout your teaching, including Pupil Premium, Looked After Children and those with Special Educational Needs and Disabilities. To consider outcomes for higher attaining pupils and ensure that they are able to meet challenging curricular targets. To communicate and consult with parents over all aspects of their children's education-academic, social and emotional. To have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these To 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 To 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. Making the world a more accessible place, full of opportunity for all.
<ul style="list-style-type: none"> To ensure that students are exposed to information and experience from across the world, from a variety of cultures, countries and beliefs systems. To support the school in developing a strong programme of educational trips and visits. To consider equality of access in all aspects of school life.
7. Ensuring that high expectations and accountability are backed up by effective coaching and support.

- To participate in staff meetings as required.
- To contribute to the development and co-ordination of a particular area of the curriculum.
- To engage in continuing professional development.
- To provide students with high quality feedback, in order for them to be able to reach challenging targets.
- To guide pupils to reflect on the progress they have made and their emerging needs.
- To exhibit and expect high standards of presentation
- To ensure that you deliver high quality, first wave teaching to students in your class.
- To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements
- To ensure school policies are reflected in daily practice
- To listen to, and act upon, developmental feedback given to you by line managers and colleagues.
- To reflect systematically on the effectiveness of lessons and approaches to teaching.
- To support the Head teacher in promoting the ethos of the school.

8. Fuelling aspiration for ourselves, our community and our future.

- To have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- To connect learning with future opportunities.
- To engage with outside professionals and institutions to promote high aspirations in pupils.
- To encourage students to recognise and connect with their dreams and ambitions.
- To promote the aims and objectives of the school and maintain its philosophy of education

9. Encouraging innovation and creative thinking.

- To build entrepreneurial activity into the curriculum, encouraging students to show innovation and creativity in their approach to tasks.
- To accept 'out of the box' approaches to tasks and homework.
- To provide students with open ended activities that promote initiative and free thinking.

10. Providing a stimulating, safe and secure environment in which our community can thrive.

- To establish a safe and stimulating environment for pupils, rooted in mutual respect.
- To be responsible for the day-to-day management of the class and the safety and welfare of the pupils during on-site and off-site activities
- To carry out professional duties and to have responsibility for an assigned class
- To maintain good order and discipline among the pupils, safeguarding their health and safety.
- To maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures
- To assist in keeping the whole school, especially shared areas, tidy and organised.
- To recognise health and safety as a responsibility of every employee, to take reasonable care of self and others and comply with the School's Health and Safety policy and any specific procedures/rules that apply to this role

11. Ensuring that available resources are targeted at activities that further the ability of the Trust to achieve its Vision.

- To take responsibility for maintaining stock and advising on replacement of resources as appropriate.
- To ensure effective use of support staff within the classroom, including parent helpers

12. Looking after our world and our environment for future generations.

- To promote environmental sustainability through your teaching.
- To promote environmental awareness in the use of resources in school.

Other

- To demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- To undertake other duties appropriate to the grading of the post as required
- To prepare appropriate records for the transfer of pupils.
- To liaise with outside agencies when appropriate e.g., Educational Psychologist.
- To meet the minimum expected teacher standards published by the DfE.

Person Specification: Essential/Desired

Necessary Skills and Training

- Qualified teacher status (Essential)
- A degree or equivalent (Essential)
- Evidence of in-service Professional Development (Desirable)
- Thorough and up to date knowledge of a range of teaching, learning, and behaviour management strategies (Essential)
- A thorough understanding of the national curriculum and a range of assessment requirements and arrangements (Essential)
- Know how to use local and national statistics to help evaluate the effectiveness of your own teaching (Essential)
- Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion (Essential)
- Knowledge and understanding of the potential of computer technology to enhance the curriculum (Essential)
- Knowledge of the legal requirements, national policy and guidance on the safeguarding of children (Essential)
- Ability to prepare and plan effectively (Essential)
- Good organisational skills (Essential)
- Ability to prioritise and manage time effectively (Essential)
- Ability to develop good personal relationships within a team (Essential)
- Good communication skills (verbal and written) to variety of audiences (Essential)
- A commitment to ongoing professional development (Essential)
- A good range of skills and a willingness to offer extra-curricular clubs for our pupils (Desirable)



Name:

Signed:

Date: