



# Harleston Primary Academy

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Head of School : Mr Mark Carlyle Deputy Headteacher: Mrs Jane Price

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## Job Description

### Teacher of Primary Phase

#### The Harleston Federation - Harleston Primary Academy

**Accountable to:** Senior Leadership Team

**Pay Scale:** MPS

Instructor, Teacher Main and Upper Pay Range Job Description

*This federation is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.*

Paragraphs 1 to 8 below are an Instructor and Main Pay Range Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document. Instructors and Main Pay Range Teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher. In addition to the duties and responsibilities of an Instructor and Main Pay Range Teacher you are, as an Upper Pay Range Teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the School are substantial and sustained.

## 1. Teaching

- 1.1. Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the School's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes.
- 1.2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- 1.3. Set and mark work to be carried out by the pupil in school and elsewhere.
- 1.4. Participate in arrangements for preparing pupils for national tests.

## 2. Whole school organisation, strategy and development

- 2.1. 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, vision and ethos.
- 2.2. Work with others on curriculum (including schemes of work), and/or student development to secure co-ordinated outcomes.



- 2.3. Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable – see staff handbook).
- 2.4. To act as a class teacher and to carry out the duties associated with that role.
- 2.5. To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

### **3. Health, safety and discipline**

- 3.1. Promote the safety and well-being of students in accordance with the School's Child Protection and other relevant policies.
- 3.2. Maintain good order and discipline among students in accordance with the School Attitude to Learning policy.

### **4. Management of staff and resources**

- 4.1. Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3. Deploy resources delegated to you in accordance with School policies.

### **5. Professional development**

- 5.1. Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2. Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **6. Communication**

- 6.1. Communicate with students, parents and carers in accordance with the School ethos, policies and practice.

### **7. Working with colleagues and other relevant professionals**

- 7.1. Collaborate and work with colleagues and other relevant professionals within and beyond the School.
- 7.2. Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the School, which require the exercise of your professional skills and judgement.

### **8. Fulfil wider professional responsibilities**

- 8.1. Make a positive contribution to the wider life and ethos of the School.

## 9. Upper Pay Range Accountabilities

- 9.1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 9.2. Have an extensive knowledge and understanding of how to develop, use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 9.3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 9.4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 9.5. Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 9.6. Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 9.7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 9.8. Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- 9.9. Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Instructor, Main and Upper Pay Range Teacher which will be set under the School's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the educational opportunities of students at that School.

This job description is current at the date shown, but in consultation with you, may be changed by the Executive Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.



**Person Specification**  
**Teacher of Primary Phase**  
**The Harleston Federation - Harleston Primary Academy**

## **Teacher Main and Upper Pay Range Person Specification**

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Though we consider this post presents the applicants with both an immediate and a longer-term career development opportunity, we are determined not to be over-prescriptive in our expectations of what would constitute the 'best-fit' appointment for this school. However, the following may usefully serve you as a guide in considering your application to us.

### **We are looking for:**

- An exceptional classroom practitioner within the primary phase
- Someone with the passion, drive and stamina to enthuse all stakeholders and build on current successes.
- A person committed to the highest standard of achievement for all pupils.
- A person who can gain and maintain the confidence and respect of colleagues, pupils, parents, governors, trustees and trust officers.
- A reflective practitioner with a commitment to CPD and collaborative working

### **Who has:**

- A clear understanding of what excellent curriculum design and teaching looks like.
- The ability to work with clear and measurable objectives to provide year on year improvement.
- A clear commitment to the school's and trust's vision and Christian ethos.

### **And can demonstrate:**

- Enthusiasm, energy and a positive approach.

### **While possessing the following skills and abilities:**

- In-depth knowledge of the curriculum and recent developments.
- Strong analytical skills with the ability to reach balanced judgements when decision-making.
- The achievement of strong, productive partnerships between children, parents, staff, governors, the trust and the wider community.
- An ability to be creative in how he/she encourages children to learn and be willing to share best-practice