



# Devonshire Road Primary School

## Class Teacher Job Description and Person Specification

Job Title: Class Teacher

Line Manager: Deputy Headteacher/Headteacher

### Overall Role and Remit

- To maximise the achievement and progress of all children in your care.
- To be responsible for children's safety and welfare.
- To actively work towards the development of the school.
- To support the development of yourself and other staff within the school at a level appropriate to your career stage.

### Specific Responsibilities

The following are taken from the Teachers Standards

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their pupils.

### PART ONE: TEACHING

#### A teacher must:

#### 1. Set high expectations which inspire, motivate and challenge pupils;

- a) Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2. Promote good progress and outcomes by pupils

- a) Be accountable for pupils' attainment, progress and outcomes.
- b) Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- c) Guide pupils to reflect on the progress they have made and their emerging needs.
- d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- e) Encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3. Demonstrate good pedagogical and curriculum knowledge

- a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- c) 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.
- d) If teaching early reading, demonstrate a clear understanding of systematic, synthetic phonics.
- e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well-structured lessons

- a) Impart knowledge and develop understanding through effective use of lesson time.
- b) Promote a love of learning and children's intellectual curiosity.

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- c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- d) Reflect systematically on the effectiveness of lessons and approaches to teaching.
- e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- a) Know when and how to adapt teaching and, in a few instances, differentiate appropriately, using approaches which enable pupils to be taught effectively.
- b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- c) 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.
- d) 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.
- e) Use effective questioning and feedback within teaching to promote active learning and long term knowledge acquisition.

#### **6. Make accurate and productive use of assessment**

- a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- b) Make use of formative and summative assessment to secure pupils' progress.
- c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- d) Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- c) Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- e) Actively promote the school's positive and restorative approach to behaviour management.

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

- a) Make a positive contribution to the wider life and ethos of the school.
- b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- c) Deploy support staff effectively.
- d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- e) Communicate effectively with parents with regard to pupils' achievements and well-being.

### **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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## **1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**

- a) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- b) Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- b) Showing tolerance of and respect for the rights of others.
- c) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- d) Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

## **2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.**

## **3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

### **Additional Duties**

Any other duty deemed reasonable, as directed by the Headteacher.

### **Review of Performance**

Performance Management reviews will focus on the post holders' responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

### **Code of Conduct**

The school expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bolton Council Code of Conduct for School Employees (Appendix 1).

### **Generic Responsibilities of all Devonshire Road Primary School Staff**

- (a) To work consistently to uphold the school's mission statement.
- (b) To follow all school policies.
- (c) To be polite, cooperative and positive when communicating to all stakeholders.
- (d) To work with pupils in a courteous, positive, caring and responsible manner at all times.
- (e) To follow the child protection procedures to ensure that children's safety and well-being is never compromised.
- (f) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (g) To work with visitors to the school in such a way that it enhances the reputation of the school.
- (h) To seek to improve the quality of the school's service.
- (i) To present oneself in a professional way that is consistent with the values and expectations of the school.
- (j) To organise and lead at least one extra-curricular activity each year.
- (k) To ensure that all deadlines are adhered to.
- (l) To maintain and develop a tidy, well-organised, engaging and inviting learning environment.
- (m) To maintain the confidentiality of pupils and families within safeguarding protocols.
- (n) Observe data protection guidelines.

### **Advanced Band Teachers**

**An Advanced Band Teacher is expected to have met all of the Teaching Standards and have excelled in all areas.**

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- Lessons in their own classroom are consistently good with regular outstanding teaching evident in all areas of the curriculum.
- Pupils within their classroom consistently make good or outstanding progress.
- Their teaching is used as a model of good practice for others to observe and has an impact on others' classroom practice.
- They should be proactive in sharing their expertise and knowledge, for example leading staff meetings or research projects within the school or cluster.
- They are proactive in their own professional development including maintaining an outstanding knowledge of current educational developments.
- Subject leadership is exemplary and the impact on pupils can be evidenced, for example: data analysis and through benchmarking against national standards or quality marks in their subject.
- They play a proactive role in moving the whole school forward, for example they lead on an area of the SDP.

Signed: \_\_\_\_\_  
Print: \_\_\_\_\_  
Date: \_\_\_\_\_



# Devonshire Road Primary School

## Class Teacher Person Specification

School DEVONSHIRE ROAD PRIMARY SCHOOL  
 Job Title CLASS TEACHER

**STAGE ONE** Candidates with a disability are guaranteed an interview if they meet the essential criteria.

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
<b>1. Skills and Knowledge</b>		
1.	To be a good primary practitioner with evidence of good to outstanding judgements made on your teaching over time	Observation of teaching/ Application/References
2.	To be able to promote excellent behaviour for learning	Observation of teaching/application/referenc es
3.	To have a good knowledge of teaching phonics and early maths (if EYFS/ KS1 specialist)	Application Form/Interview
4.	Ability to work in a team	Application Form/Interview
5.	Good understanding of the primary curriculum and effective pedagogical approaches to its delivery to ensure learning sticks	Application Form/Interview
6.	Active approach to assessment which enhances learning i.e. marking and feedback, questioning techniques etc	Application Form/Interview
7.	To be able to create a stimulating learning environment	Application Form/Interview
8.	The ability to work effectively and in collaboration with year group partner	Application Form/Interview
9.	The ability to work with support staff and deploy them effectively to maximise pupil progress	Application Form/Interview
10.	To be confident and competent in using ICT in the classroom	Application Form/Interview
11.	To have excellent basic skills in Literacy and Numeracy, including handwriting	Task at interview
12.	To have experience of working within a diverse school community	Application Form/Interview
13.	To be able to positively promote links with all stakeholders, especially parents	Application Form/Interview
14.	To understand the principles of safeguarding in school.	Application Form/Interview
15.	<b>Valuing Diversity</b> - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and helps to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.	Application Form/Interview
16.	<b>Customer Care</b> - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users	Application Form/Interview

17.	<b>Developing Self and Others</b> - Coach and mentor others. Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Apply a range of development activities to develop and train staff. Endorse the principles of Investor in People. Strives for improvement and take responsibility for own development. Be self-confident and lead by example	Application Form/Interview
<b>2. Experience/Qualifications/Training etc</b>		
18.	To have qualified teacher status/ NQT	Application Form/Interview
19.	To have recent teaching experience of children in EYFS, KS1 or KS2	Application Form/Interview
20.	To be able to demonstrate professional development relating to the curriculum in the primary school and be willing to undertake further training and professional development	Application Form/Interview
21.	Experience of, or evidence of preparing for, leading a subject area throughout the school	Application Form/Interview
22.	Willing to make a full contribution to extra-curricular activities and wider school life	Application Form/Interview
<b>DESIREABLE REQUIREMENTS</b>		<b>METHOD OF ASSESSMENT</b>
23.	To have training and experience in teaching within the Early Years framework.	Application Form/Interview
24.	Demonstrate enhance pedagogical knowledge of promoting learning within the Early Years.	Application Form/Interview
25.	To have a deep understanding of adapting learning for a range of special educational needs within a mainstream classroom.	Application Form/Interview
26.	To have experience of teaching in Year 6 and developed pedagogy approaches which promotes excellent end of Key Stage 2 attainment.	Application Form/Interview

**STAGE TWO** Will only be used in the event of a large number of applicants meeting the minimum essential requirements/

**Note to Applicants: Please try to show in your application form, how best you meet these requirements. Do not submit a generic letter of application. Applications must be error free. Applications with errors will not be considered.**

Date Person Specification prepared/updated  
Person Specification prepared by

March 2024  
E J Hodge