



JOB DESCRIPTION AND PERSON SPECIFICATION – Class teacher

Riders Federation

This job description should be read in conjunction with the duties of a Teacher as set out in the current School Teachers' Pay and Conditions Document and Annex 1, Teachers' Standards (England) and Practising Teacher Standards (Wales) document.

Purpose of Post:

To provide teaching and learning that would be considered exemplary across all areas of the primary curriculum; ensuring the needs of all pupils are met, enabling pupils to develop and progress in a safe, supportive and encouraging environment.

Principal Accountabilities:

1. Provide a broad, balanced, relevant and stimulating curriculum, that is engaging and motivational to enable continued progress and improved pupil attainment;
2. Take responsibility to ensure teaching assistants are aligned to the aims and outcomes of your teaching to ensure an effective and collaborative contribution for the benefit of all pupils;
3. Maintain and promote understanding of the school rules and values, safeguarding, health and safety and equality.
4. Make a positive contribution to the strategic aims, values and ethos of the Federation of Riders Infant and Junior Schools.

Teaching and Learning

- Plan, resource and deliver effective schemes of work and lessons, setting clear lesson objectives, specifying how children will be taught and clarifying how learning will be differentiated;
- Evaluate own teaching and planning critically and use this to improve own effectiveness;
- Mark and monitor pupils' work, providing written and oral feedback, and set targets for pupil progress;
- Develop innovative and engaging high quality teaching, along with robust assessment for learning that meets the needs of all pupils and leads to improved learning outcomes and raised standards of education;
- In liaison with colleagues, ensure appropriate educational provision is in place for pupils with SEND and for pupils in other vulnerable groups;
- Develop and apply appropriate teaching techniques, providing high quality resources, planning adult intervention, and creating real and relevant experiences, to inspire interest, and nurture understanding and enthusiasm amongst pupils;
- Encourage children to think about and reflect upon their own learning, becoming resilient, independent, cooperative and adaptable learners;



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- Show commitment to creativity and innovation in the effective use of appropriate technologies to enhance provision, engagement and pupil progress;
- Work with colleagues to support the development of their subject expertise and skills;
- Lead and manage at least one curriculum subject as directed by the head teacher, and develop plans which identify clear targets and success criteria for its development and / or maintenance, including subject policy and scheme of work;
- Produce an annual action plan for areas of responsibility;
- Monitor the subject through lesson observation, moderation and work scrutiny, to ensure consistency of standards and high expectations;
- Organise and plan for statutory testing as appropriate to subject and year group;

Planning and Managing Resources

- Contribute to the overall development of the school which may include resource management, programme planning and the strategic planning process;
- Contribute to whole school pupil assessment and target setting procedures, and moderation and monitoring systems, to ensure a robust analysis of pupil progress is maintained and used to inform intervention and future planning;
- Report on progress to parents and carers regularly including at consultation meetings and through an annual written pupil report;
- Maintain accurate pupil records, working with parents, carers and agencies as required, and with other colleagues including at times of transfer;

Communication

- Communicate effectively with staff at all levels, pupils, parents and carers, visitors and stakeholders;
- Report to Governors and staff as required;
- Provide regular information to the senior leadership team and governing body on the evaluation of SEN provision.

Liaison and Networking

- Develop links with external contacts such as other educational, authoritative and professional bodies to foster collaboration and share good practice;
- Contribute to a community where parents and carers are valued and in which they have access to appropriate up-to-date information, to support and improve their child's progress.



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Teamwork

- Maintain a high standard of professionalism that enables effective working with colleagues to deliver school improvement;
- Act to resolve conflicts effectively within and between teams.

Pastoral Care

- Take responsibility for ensuring effective and competent management of resolving pupil issues and ensuring support is in place as required;
- Create a positive culture where staff and pupils feel safe and are valued, where all pupils' needs are supported and where all stakeholders work together effectively for the benefit of the pupils;
- Take responsibility to ensure pupils are aware of and adhere to the expected behaviour and conduct within both the classroom and around the school, in accordance with the school's behaviour policy and in line with best practice;
- Be committed to safeguarding all children and staff at the school, in accordance with child protection and safeguarding policies;
- Ensure all practices relating to safeguarding and child protection are effective.

Other duties

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive.

Data Protection

You will be responsible for ensuring that workplace responsibilities within the School are carried out in compliance with the requirements of the Data Protection Act and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

Health & Safety

To ensure an effective and safe environment that promotes the welfare of children and staff, you will take responsibility to be aware of the risks in the work environment and their potential impact on their own work and that of others. You should familiarise yourself with the School's Health and Safety policies.

Equality and Inclusion

The Federation of Riders Infant and Junior Schools believe that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected.



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We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation. The School has a number of policies to support this commitment that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

Sustainability and Environment

The Federation of Riders Infant and Junior Schools is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The Schools are continuously seeking to find ways to improve their environmental performance and staff are required to support these aims.

Right to Work

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK.

Safer Recruitment:

The Federation of Riders Infant and Junior Schools and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Further information about the Disclosure and Barring Service is available from the DBS website at www.gov.uk/dbs. Under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1075, applicants for teaching posts are among those who are not entitled to withhold information about any previous criminal conviction.



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Person Specification

No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications				
1.	QTS or equivalent qualified teacher accreditation;	E	✓	
2.	Degree/PGCE or equivalent qualifications;	E	✓	
3.	Other professional qualifications;	D	✓	
4.	Understanding of Safeguarding and Child Protection issues;	E	✓	✓
Experience and Knowledge				
5.	Experience of basic technology, PC, internet, MS Office packages;	E	✓	✓
6.	Sustained track record of successful performance as an excellent teacher;	E	✓	✓
7.	Excellent knowledge and understanding of how to 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 highly	E	✓	✓
8.	Experience of supporting SEN/D pupils or pupils with behavioural issues;	E	✓	✓
9.	Excellent knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught;	E	✓	✓
10.	A depth of knowledge and experience to be able to give advice on the development and well-being of children and young people;	E	✓	✓
11.	Demonstrate highly effective pedagogical practice;	E	✓	✓
12.	Have an excellent knowledge and understanding of the relevant subjects/curriculum areas and related pedagogy, including how learning progresses within them;	E	✓	✓
13.	Have an excellent knowledge on matters concerning equality, inclusion and diversity in teaching;	E	✓	✓
14.	Experience of forging community/voluntary/ parent and partner agency links;	E	✓	✓



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15.	Experience of dealing with the behaviours not conducive to learning and able to deal with a variety of situations;	E	✓	✓
Skills and Abilities				
16.	Excellent ability to assess and evaluate;	E	✓	✓
17.	Ability to know how to improve the effectiveness of assessment practice in the workplace, including how to analyse statistical information to evaluate the effectiveness of teaching and learning across the school;	E	✓	✓
18.	Have an excellent ability to provide learners, colleagues & parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that promote pupil progress;	E	✓	✓
19.	Possess the analytical, interpersonal and organisational skills necessary to work effectively with staff and leadership;	E	✓	✓
20.	Understanding of pupil's welfare and pastoral needs;	E	✓	✓
21.	Full working knowledge of relevant policies/codes of practice legislation;	E	✓	✓
22.	Work as an effective team member and apply directions/instructions;	E	✓	✓
23.	Ability to participate professionally in meetings;	E	✓	✓
24.	Ability to relate well to children and young people;	E	✓	✓
25.	Able to organise self to plan and complete tasks;	E	✓	✓
26.	Commitment to personal development and learning.	E	✓	✓