**Willerby Carr Lane**

Primary School

**Class Teacher (Main Scale)**

**Job Description & Person Specification**

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| **Title and Grade of Post** | **Class Teacher** |
| **Pay Scale** | Main Pay Scale  |
| **Reports to** | Senior Leadership Team  |
| **Supervisory responsibility** | Support staff |

**Purpose of the post**

* Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
* Be responsible and accountable for achieving the highest possible standards in work and conduct
* Treat pupils with dignity, building learning-focussed relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
* Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school

**Duties and Responsibilities**

**Teaching**

* Ensure high standards in all areas of the curriculum taught;
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
* Be accountable for the attainment, progress and outcomes of pupils you teach;
* Be aware of pupils’ capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn;
* Be inclusive in meeting the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment;
* Make accurate and productive use of assessment to secure pupils’ progress;
* Give pupils regular feedback as per the school’s policy;
* Use relevant data to monitor progress, set targets, and plan subsequent lessons;
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
* Participate in arrangements for school and national assessments.

**Behaviour and Relationships**

* Create an environment in which all students feel they belong and feel safe; an environment that allows all students to thrive as individuals and learners;
* Establish learning-focussed relationships where expectations are set high and where everyone knows the routines and boundaries;
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school policies and procedures.

**Team Working and Collaboration**

* Work collaboratively with others to develop effective professional relationships;
* Deploy support staff effectively as appropriate;
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate;
* Communicate and co-operate with relevant external bodies;
* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies;
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;

**Subject Leadership**

* Provide professional leadership and management for a curriculum subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.
* Produce subject evaluation reports and associated action plans.

**Professional Development**

* Every teacher needs to strive to improve, not because they are not good enough but because they can be even better.
* Be responsible for improving your own pedagogical skills through active participation in our coaching and mentoring programme and other CPD.
* Contribute to the professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments

**Wider Professional Responsibilities**

* Make a positive contribution to the wider life and ethos of the school.
* Undertake any professional duties of the Headteacher reasonably delegated to the postholder.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation and will be reviewed annually.

**Signed**

Postholder ……………………………………………… Date ……………………………..

Headteacher ……………………………………………… Date ……………………………..

**Classroom Teacher (Main Scale)**

**Person Specification**

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|  | **JOB REQUIREMENT** | **Essential** | **Preferred** | **\* How assessed** |
| Qualifications, knowledge and experience | Qualified teacher status | √ |  | A |
| Recent experience as a class teacher within Primary Education with evidence of consistently effective classroom teaching, at least good or better. | √ |  | A |
| Evidence of recent continuing professional development  | √ |  | A & I |
| A clear understanding of the essential qualities necessary for improving the quality of learning and teaching | √ |  | A & I |
| In depth knowledge and understanding of the national curriculum  | √ |  | A & I |
| Ability to prepare, plan and deliver high quality inclusive lessons, differentiated appropriately so that all groups of children progress and achieve well | √ |  | A & I |
| Ability to demonstrate thorough knowledge and understanding of effective assessment, moderation and evaluation procedures | √ |  | A & I |
| Take responsibility for pupil progress by analysing data to evaluate year group’s performance and achievement of pupil groups, and be able to plan appropriate course/s of action for improvement | √ |  | A & I |
| Excellent understanding of behaviour management strategies and how to engage and motivate all children including those with additional needs | √ |  | A & I |
| Experience of leading and managing support staff |  | √ | A & I |
| A knowledge of the SEN code of practice. | √ |  | A & I |
| Experience of involving parents and the community in school improvement and how this can be promoted and developed |  | √ | A & I |
| Understanding of using ICT effectively to promote good learning and teaching | √ |  | A & I |
| Personal and interpersonal  | Desire, openness and willingness to continually improve own practice within a coaching programme | √ |  | A & I |
| Have a positive, ‘can-do’ attitude, good team working skills and a sense of humour. | √ |  | A & I |
| Ability to inspire and motivate others through high expectations of yourself and high aspirations for all including staff and pupils. | √ |  | A & I |
| Be passionate, creative, organised and use own initiative | √ |  | A & I |
| Communicate effectively to a wide range of audiences (verbal, written, using ICT as appropriate) | √ |  | A & I |
| Accepts and tackles demanding goals with enthusiasm; works hard; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities | √ |  | A & I |
| Works collaboratively with others to successfully achieve agreed goals | √ |  | A & I |
| Works productively under pressure with good organisational skills and the ability to prioritise and manage time effectively, seeking support when needed | √ |  | A & I |
| Child Protection | A commitment to the responsibility of safeguarding and promoting the welfare of young people. | √ |  | I |
| Enhanced DBS disclosure *(to be completed by preferred candidate following interview).* | √ |  | R |
| Willingness to undertake safeguarding training when required. | √ |  | I |

\* A = by application, R = by references, I = assessed by Interview, T = task