

**Job Description**

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| **Job Title** | Primary Teacher |
| **Reports to** | Primary Lead Teacher |
| **Line Management of** | TBC |
| **Salary / Grade** | MPR / UPS + SEN |
| **Date Last Evaluated** | January 2024 |
| **Core Purpose** | Our school is looking for an experienced, passionate educator to fill the role of classroom teacher within the primary phase (Year 5 to Year 6) of our school. You will be work with and alongside the Primary Lead Teacher, and other teachers, pupil support workers and parents to ensure that our students receive an excellent education.  To participate, as appropriate, in extra-curricular enrichment for the benefit of our students. To follow policies and procedures, and from time to time participate in their review. |

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| **Key Responsibilities** |
| * Teach the relevant subject, according to students’ educational needs, following the curriculum and schemes of work within the Academy. * Having regard to the curriculum to promote the development of the abilities and aptitudes of the students in any class or groups assigned. * Carry out planning, course preparation, marking, and assessment of student work, in line with school policy. * Collaborate and work with other teachers on the preparation and development of teaching programmes, methods of teaching and assessment, and pastoral arrangements. * Maintain positive behaviour and attitudes among students by following the school’s Behaviour Policy and safeguarding their health and safety both when they are authorised to be on the school premises, and when they are engaged in extra-curricular activities. * Carry out other teaching activities to include the provision and guidance to pupils on educational and social matters. Communicate and consult with parents and outside bodies where appropriate and attend associated meetings. * Provide or contribute to oral and written assessment reports relating to individual student or groups. * Participate in the review of your teaching programmes and methods of work, development of course materials and programmes, and participate in arrangements for further training and professional development. * Provide teaching support and cover, within the agreed guidelines, where the teacher is not available to teach. * Participate in arrangements for preparing learners for external examinations, undertaking assessments as required and participating in arrangements for learners’ presentation and supervision during examinations within the agreed guidelines. * Participate in appropriate administrative and organisational tasks relating to teaching duties, attending assemblies, and register attendance. * Maintain an accurate register of attendance and do everything possible to encourage good attendance. * Lead and participate in timetabled extra-curricular activities.   **Class Responsibilities**   * Undertake responsibility for a specific class, and monitor and set targets for the social and academic progress of all students within the class. * Endeavour to build rapport with students in the class, providing guidance, advice, and support. |
| **General Responsibilities** |
| * Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. * Create and maintain positive and supportive relationships with staff, parents, business, community, and other stakeholders. * Be aware of the school’s duty of care in relation to staff, students, and visitors, and to comply with all health and safety policies at all times. * To engage with appropriate training opportunities to promote professional effectiveness in this role. * Participate in the ongoing development, implementation, and monitoring of the Trust and School Development Plans. * To treat all information acquired through employment, both formally and informally, in strict confidence. * To be aware of the School’s responsibilities under the General Data Protection Regulations (GDPR) for the security, accuracy, and relevance of personal data held on such systems and ensure that all processes comply with this. * Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead. * Be aware of and comply with the Codes of Conduct, regulations and policies of the Trust and the school, and its commitment to equal opportunities. |
| **Trust Responsibilities** |
| In addition to the specific responsibilities of this post, every member of staff at the Trust will commit to:   * Providing a courteous and efficient service at all times. * Using their influence with other staff and students to promote high standards of behaviour and order within the Trust. * Working to maintain the Trust at the forefront of educational practice. * Fostering and sustaining a culture of leadership and creativity within all aspects of the Trust’s operation. * Promote the safeguarding of all learners. |

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with headteacher/ school approval.**

**Note: Every job description in the organisation will be subject to a review either:**

* **On an annual basis at the time of the annual appraisal meeting, or**
* **As a result of a change in strategic direction, or**
* **As a result of team/operational requirements.**

**It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.**

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| **Attribute** | **Essential or**  **Desirable** | **Assessment** |
| **Qualifications** | | |
| Recognised teaching qualification and Qualified Teacher Status (QTS) - Where overseas trained, appropriate NARIC certificates must be provided and any qualifications must be at least equivalent to UK | **E** | **A** |
| Degree in relevant subject(s) | **E** | **A** |
| Further degree (e.g. Masters) | **D** | **A** |
| **Knowledge and Understanding** | | |
| The subject(s) to be taught, at a level and breadth sufficient to challenge the most able students and achieve high outcomes throughout all key stages. | **E** | **A/I/L/R** |
| The National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s). | **E** | **I/L/R** |
| Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children. | **E** | **A/I/L** |
| The monitoring, assessment, recording and reporting of student progress. | **E** | **A/I/R** |
| The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection. | **E** | **A/I** |
| Effective strategies for working with students with Special Educational Needs, specifically those with SEMH needs. | **D** | **A/I** |
| **Skills and Abilities** | | |
| Promote a positive and inclusive school identity for all students. | **E** | **A/I** |
| Establish a purposeful learning environment where all pupils feel secure and confident. | **E** | **A/I/L** |
| Set high expectations for all students and demonstrate a commitment to raising educational achievement. | **E** | **A/I/L** |
| Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records. | **E** | **A/I** |
| Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale. | **E** | **A/I/L** |
| Effectively deliver a range of inclusive teaching and learning strategies to maximise progress and achievement and offer equality of access to the curriculum for all students. | **E** | **A/I/L/R** |
| Use ICT effectively as an integral part of teaching and learning. | **E** | **A/I/L/R** |
| Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders. | **E** | **A/I/L/R** |

**Person Specification**

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| Build effective relationships with colleagues and to be an active team member within the school. | **E** | **A/I/R** |
| Establish and develop good relationships with students, parents and external organisations. | **E** | **A/I/R** |
| Manage difficult situations and deal with sensitive issues tactfully and diplomatically. | **E** | **A/I** |
| Adapt to change and the introduction of new working practices. | **E** | **A/I/R** |
| Develop strategies for creating links with the community and external organisations. | **D** | **A/I** |
| **Experience** | | |
| Delivering student-centred learning in chosen subject(s) at Key Stage 1 and/or 2. | **E** | **A/I** |
| Experience of utilising trauma informed practices within your practice | **D** | **A/I/L** |
| Planning, designing and delivering schemes of work to national exam board/course specifications. | **E** | **A/I/L** |
| **Personal Commitment** | | |
| Demonstrate and adhere to Delta and the school’s Core Values. | **E** | **A/I** |
| Commitment to equality and diversity in the workplace. | **E** | **A** |
| Adhere to GDPR guidelines and the school’s internal procedures. | **E** | **A** |
| Adhere to the School’s Safeguarding and Child Protection policy and procedures. | **E** | **A/I** |
| Adhere to the schools Health and Safety policy and procedures. | **E** | **A** |

**Assessment methods**

A – Application I – Interview T – Task/Activity L – Lesson Observation R – References