

Job Description and Person Specification

Post title	Class Teacher Year 1 (fixed term contract)
Start date	1 st September 2021
Responsible to	Principal
Salary	M1 to M4
Hours/days	Full time

Safeguarding Statement

GEMS Didcot Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults are required to adhere to the school's safeguarding policies and practices. As part of the school's safe recruitment procedures all staff regularly undergo enhanced DBS checks.

Main Purpose of the job

- Be responsible for the learning and achievement of all pupils in the class 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 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 (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school adhering to all policies and procedures

KEY ACCOUNTABILITIES

Teaching

- Deliver the curriculum as relevant to the age and ability group that you teach
- 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, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of 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
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics

- 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, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- 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 examinations and assessments
- Liaise with parents, other staff and professionals about pupils' progress, reporting when requested both written and orally
- Be prepared to change year groups and key stages when asked in order to support your own professional development
- Read and act upon updates that are sent out weekly

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly and in line with the school policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team Working and collaboration

- 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
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Work effectively with your year team member and key stage group to ensure that provision is of consistently high quality and content across parallel classes
- Contribute to the selection and 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
- 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

- Cover for absent colleagues if needed

Fulfil Wider Responsibilities

- 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
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks as required by the Principal

Curriculum Leadership (it is expected that all teachers will lead a subject after their NQT year)

- Lead the development of a whole-school policy and schemes of work to achieve continuity and progression and when necessary to be involved in target setting through monitoring and reporting on the standards achieved within your subject area
- Monitor and evaluate the standards of achievements through study of staff planning and children's work, and by classroom visits and talking to children
- Organise and/or lead meetings and workshops. Preparing reports to governors and as and when necessary offer support to staff in the planning and implementation of their programmes of work. Encourage links with other areas of the curriculum. Advise staff on assessment procedures in line with the school's policy
- Keep under review the school's stock of resources and materials. Provide help and advice to staff on their effective use
- Attend and make known relevant courses, organising reports to staff on issues of mutual concern

Managing own performance and development

- Demonstrate resilience and resourcefulness
- Take responsibility for own professional development
- Participate fully in the school's appraisal and professional development ensuring that objectives are set and met within the agreed time scale
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities
- To maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice and of the school's curriculum and policies
- To participate in INSET provided by the school and where appropriate to lead INSET
- To look for external INSET opportunities that further professional development and fulfil the training targets agreed during appraisal
- To ensure that the school's Health and Safety Policy is followed
- To take a full part in opportunities and meetings arising from the Didcot Partnership

Class Teacher Person Specification

	Essential	Desirable
Qualifications	Qualified teacher status	Evidence of continuous INSET and commitment to further professional development
Evidence	The Class Teacher should have experience of: teaching at Key Stage one and EYFS (this could include teacher placements if an NQT)	In addition, the Class teacher might have experience of: Teaching across the whole Primary range Working in partnership with parents
Knowledge and Understanding	<p>The Class Teacher should have knowledge and understanding of:</p> <p>the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</p> <p>statutory National Curriculum requirements at the appropriate key stage;</p> <p>the monitoring, assessment, recording and reporting of pupils' progress;</p> <p>the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection;</p> <p>the positive links necessary within school and with all its stakeholders;</p> <p>effective teaching and learning styles.</p>	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <p>the preparation and administration of statutory National Curriculum tests;</p> <p>the links between schools, especially partner schools.</p>
Skills	<p>The Class Teacher will be able to:</p> <p>promote the school's aims positively, and use effective strategies to monitor motivation and morale;</p> <p>develop good personal relationships within a team;</p> <p>establish and develop close relationships with parents, governors and the community;</p>	<p>In addition, the Class Teacher might also be able to:</p> <p>develop strategies for creating community links.</p>

	<p>communicate effectively (both orally and in writing) to a variety of audiences;</p> <p>create a happy, challenging and effective learning environment.</p>	
Personal Characteristics	<p>Approachable</p> <p>Committed</p> <p>Enthusiastic</p> <p>Able to motivate self and others</p> <p>Calm under pressure</p> <p>Well-organised</p>	