



Hawley Primary School

Job Description – Class Teacher

Scale: MPS

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STPCD), the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff and will be reviewed annually as part of the Performance Management process.

General description of the post

The holder of this post has to carry out the professional duties of a post induction teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to support the vision, ethos and policies of the school.

Values and behaviour

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 in the best interest of their pupils.

Personal and professional conduct

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

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

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance and respect for the rights of others and 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;

- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

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

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

Responsibilities

The post holder is responsible to their line manager in all matters.

Performance Management is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy) CPD provision and career advancement.

All appointments made are conditional on the most recent appraisal assessment.

Duties

- Set clear and challenging targets that build on prior attainment for each pupil.
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and efficient records, integrating formative and summative assessment;
- Mark and monitor pupils' work and keep records to check work is understood and completed and use this to inform planning which recognises the level at which the pupil is working
- Work with school leaders to track the progress of individual children and intervene where pupils are not making progress;
- Support initiatives decided by the Headteacher and staff;
- Implement agreed school policies and guidelines;
- Provide a creative and stimulating classroom environment, where resources can be appropriately accessed by all pupils;
- Report termly to parents on the development, progress and attainment of pupils;
- Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy;
- Participate in meetings which relate to the school's management, curriculum, administration or organisation;
- Communicate and co-operate with specialists from outside agencies;
- Make effective use of ICT to enhance learning and teaching
- Lead, organise and direct support staff within the classroom;
- Participate in the performance management system for the appraisal of their own performance

HAWLEY PRIMARY SCHOOL

Person Specification for Post Title: MPS Class Teacher – Year 6

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Educated to degree level • Qualified Teacher Status 	<ul style="list-style-type: none"> • Further/continued professional development 	<ul style="list-style-type: none"> • Application form • Documentary evidence
Experience	<ul style="list-style-type: none"> • Teaching experience in Key Stage 2 • Ability to work effectively in a team 	<ul style="list-style-type: none"> • Proven ability as an excellent teacher 	<ul style="list-style-type: none"> • Application form
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Sound knowledge of the National Curriculum for all the subjects for Key Stages 2 • Familiarity with Standardised Attainment Tests (SATs) • Understanding of and commitment to school policies, in particular: <ul style="list-style-type: none"> ○ School Behaviour Policy ○ Health and Safety in the work place ○ Equal Opportunities ○ Safeguarding and Child Protection • Must understand the contribution of ethnic minority achievement work in a primary school and what constitutes good practice and support for bilingual learners • Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils and children with special educational needs 	<ul style="list-style-type: none"> • Knowledge of the KS1 curriculum • Experience of leading a foundation subject area 	<ul style="list-style-type: none"> • Lesson observation • References • Interview • Application form

	Essential	Desirable	Evidence
Professional Skills and Abilities	<ul style="list-style-type: none"> • Able to plan thematically and across all subjects areas incorporating the arts. • Good ICT knowledge and skills relating to class teaching, able to demonstrate the effective use of ICT to enhance learning and teaching • Able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks • Able to keep records of pupil progress in line with school policy • Able to use assessments of pupils learning to inform future planning 		<ul style="list-style-type: none"> • Application form • Interview • Documented evidence
Personal Qualities	<ul style="list-style-type: none"> • Enjoys engaging parents in order to encourage their close involvement in the education of their children • A teacher with a flexible approach to work who enjoys being a good team member • Good oral and written communication skills • Able to manage own work load effectively • Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships • Willing to share expertise, skills and knowledge and able to encourage others to follow suit • Practice equal opportunities in all aspects of the role and around the work place in line with policy 		
Professional Values	<ul style="list-style-type: none"> • High expectations of everyone • Commitment to the personal welfare and safeguarding of children 		<ul style="list-style-type: none"> • Letter of application • Lesson observation • Interview