Job Description: Classroom Teacher (Maternity Cover)

Start Date:	1st January 2023
Responsible to:	Headteacher
Location:	St Luke's CE Primary Infant School
Grade:	Main Scale
Hours of work:	12.97 Hours Monday-Tuesday (two days)
Contract Type:	Fixed-term, until 31st December 2023 (or early return of postholder)
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Overall Purpose

To inspire, motivate and enthuse pupils and, through this, enable them to make rapid and sustained progress in their learning.

To teach pupils with commitment and enthusiasm, working closely with the team to ensure an appropriately balanced, exciting, relevant and differentiated curriculum.

The post holder may be responsible for the supervision of the work of classroom assistants, relevant to their responsibilities.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, Enhanced DBS check and satisfactory references.

Planning, Teaching and Classroom Management

- Provide positive, memorable learning opportunities, following clearly identified objectives and linked to assessment criteria
- Set tasks which challenge pupils and ensure high levels of interest;
- Deliver lessons which maintaining pace, provide opportunities for discovery and challenge;
- Make effective use of assessment and ensure coverage of programmes of study;
- Encourage good practice with regard to punctuality, behaviour, standards of work and homework;
- Use a variety of teaching methods to:
- Ensure effective content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources;

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluate own teaching critically to improve effectiveness;
- Ensure the effective and efficient deployment of classroom support;
- Take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Actively monitor and respond to national developments in the subject area, teaching practice and methodology;
- Work collaboratively with other areas of the school and the other schools in our Partnership to develop cross-curricular links which support the school and promote achievement.

Monitoring, Assessment, Recording, Reporting

- In line with agreed policies and procedures:
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor pupils' work and set targets for progress, providing clear and regular feedback to encourage high levels of engagement and interest;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Provide information to parents about the achievements and progress of their child as required through parents' evenings and reports.

- As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the Teachers' Standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

- Teachers are expected to perform at a level that is consistent with what should reasonably be expected at the relevant stage of their career (whether they are a newly qualified teacher, a mid-career teacher, or a more experienced practitioner).

- The duties assigned to the Teacher will therefore vary depending on the stage of their career, their personal strengths and interests, their career ambitions and the opportunities available within their School. Examples of additional responsibilities and expectations may include:
- Lead responsibility for a subject or aspect of the school's work, across the school
- managing finances
- managing staff
- undertaking appraisals
- working on a school wide area of the Improvement Plan

Whilst every effort has been made to explain the main duties and responsibilities of the Teacher role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by the Headteacher

Person Specification Classroom Teacher (Maternity Cover)

Criteria	Essential	Desirable
Qualifications:	▪ Qualified Teacher Status ▪ Evidence of, and commitment to, continuing professional development	▪ A relevant degree or higher degree qualification ▪ Post graduate education
Experience:	▪ Experience of managing teaching resources ▪ Classroom teaching experience	▪ Experience in KS1. ▪ Evidence of curriculum leadership across the school age range ▪ Experience of OFSTED inspections and follow up
Professional knowledge:	▪ Sound knowledge of the National Curriculum for all subjects across the key stage ▪ An understanding of the National Literacy and Numeracy Strategies ▪ Awareness of current developments in the field of education and the implications of these for teaching practise ▪ Familiarity with attainment tests ▪ Knowledge of effective strategies to include, engage and meeting the needs of all pupils, in particular underachieving groups	▪ Familiarity with writing and delivering effective education plans for pupils with SEN
Professional skills & abilities	▪ Ability to effectively direct and supervise the work of support staff within the classroom ▪ Able to engage parents in order to encourage their close involvement in the education of their children ▪ Appetite for continuous improvement and a willingness to share expertise within the school and the Partnership ▪ Dynamic and innovative approach to teaching and learning	▪ Commitment to the school's wider community ▪ Ability to use and promote a wide range of teaching methodologies

The post holder may be required to travel to other local sites, including other CLP schools.