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| **Person Description Classroom teacher at High Legh Primary School**  **Year 3 Teacher Range: MPS**  **Temporary position with possibility of being permanent**  *The teacher is responsible for the teaching and learning of our pupils, working to the requirements as set out in the Teachers’ Standards published by the Secretary of State which came into effect on 1st September 2012.The teacher is expected to promote the specific core values and vision of our school and seek to ensure they are fully implemented.* | |
| |  | | --- | |  |   **Responsibilities** | To plan and teach a broad, balanced, relevant and differentiated curriculum to the class  To provide a supportive learning environment which stimulates learning  To direct the activities of support staff or helpers in their work with pupils  To monitor and support the development of pupils  To contribute to the identification of, and provision for, pupils with additional needs  To contribute to raising standards of pupil achievement  To provide and monitor opportunities for personal and academic growth  To provide high quality feedback to pupils and set homework as appropriate  To contribute to the school’s development plan and its implementation |
| **Curriculum** | To assist in the process of curriculum development in order to improve the quality of teaching and learning  To assist the SLT in ensuring that each key stage provides a range of teaching which complements the school’s strategic objectives  To assist in the development and use of appropriate schemes of work, resources, policies and teaching strategies |
| **Teaching** | To plan and teach high quality lessons  To use a variety of teaching methods designed to stimulate learning  To plan and teach lessons which meet internal and external quality standards  To maintain good discipline and use a variety of behaviour management strategies, promoting active participation in learning  To prepare and update high quality teaching materials which reflect current practice  To undertake formal assessment of pupils, in line with statutory testing or the school’s own procedures  To assess, record and report on the attendance, progress, development and attainment of pupils  To mark, level /grade and give high quality diagnostic feed- back to pupils |
| |  | | --- | | **Staff** | | To take an active part in the school’s CPD programme  To engage fully in the Performance Management process  To work as a member of a team and contribute positively to effective working relations within school  To keep up-to-date with statutory Child Protection training  To keep up- to date with current pedagogy and educational initiatives |
| **Management** | To maintain records  To provide relevant and up-to-date information on pupils  To contribute to tracking data regarding pupil progress  To use data to inform teaching and learning |
| **Communication** | To communicate effectively and regularly with parents, as per the school’s expectations  To work with external agencies as appropriate  To follow agreed policies regarding communication in school |
| **Resources** | To identify resource needs  To ensure that the use of resources is effective and of benefit to the school and pupils Pastoral Duties:  To promote the general progress |
| **Pastoral Duties** | To promote the general progress and well-being of all students  To follow the protocols and policies regarding the pastoral care of pupils  To encourage full and active participation in all aspects of school life  To apply the school’s behaviour management and attendance policies and systems  To contribute to the preparation of action plans and risk assessments for individual pupils  To maintain high standards of conduct by using appropriate rewards and sanctions, thus contributing to a safe, secure and supportive environment |
| **Other Specific duties** | To prioritise the safety and wellbeing of pupils at all times  Work within and promote school policies, including those for child protection, safeguarding and health & safety  To meet all Professional Teachers’ Standards  To play a full and active role in the life of the school  To support the school in its mission and ethos  To support the school in meeting its requirements for assemblies  To undertake any other duty as specified by the Headteacher |
| All candidates must be;  - Eligible to work in the UK.  - Open to having the relevant security checks made on them, e.g. an enhanced DBS check.  - Suitable to work with children and young people. | |

**Person Specification**

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| **Essential** | **Desirable** |
| **Qualifications/Training/Experience** | **Qualifications/Training/Experience** |
| Educated to Degree level  • Qualified Teacher Status  • Experience of teaching in either Key Stage One or Key Stage Two  • Experience as a team member.  • Continued professional development with recent, relevant in-service training. | Further professional qualifications  • Experience of teaching across the primary age range  • Experience of leading colleagues in curricular development |
| **Classroom Practice** | **Classroom Practice** |
| To be able to plan and deliver high quality lessons and effective teaching over time  • An understanding of how children learn and how individual needs may be assessed and met, including by differentiation and through a variety of teaching approaches  • An understanding of how to use formative assessment approaches to enable learning and good progress  • An understanding of how to raise standards and a determination to do so  • The knowledge and ability to teach a broad, balanced curriculum  • To be able to establish and maintain high standards of pupil conduct, through the judicious use of praise, rewards and sanctions | A track record of raising standards.  • Experience of planning targeted intervention to support individuals or groups of pupils |
| |  | | --- | | **Personal Qualities and Skills** | | |
| Empathy for children, patience and understanding.  • A strong commitment to children’s learning, happiness and safety.  • Enjoys working in an ever-changing environment and can be flexible, patient and caring.  • Committed to ongoing professional development.  • Able to manage time effectively.  • Possesses excellent written and verbal communication skills and the ability to provide accurate and informative verbal and/or written feedback for parents/carers and external agencies  • Is friendly, approachable and professional with a good sense of humour. | |