



King Edwin Primary School

JOB DESCRIPTION



Job Title: Teacher with responsibility for Upper Key Stage 2 and Assessment
Payscale: MPS/UPS + TLR 2.1

Responsible to: Deputy Head Teacher, Headteacher

Purpose of Job

To fully meet the requirements of:

- A teacher as set out in the School Teachers Pay and Conditions Document
- The Professional Standards for Teachers
- A teacher on the Upper Pay Scale* (where appropriate)

Principle Responsibilities

- To safeguard children
- To, at all times, model behaviours and attitudes that reflect the school's vision and policies
- To plan and deliver engaging and motivating lessons and an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils appropriate to their needs
- Applying teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- To design and refine approaches to teaching that are effective and consistently well matched to learning objectives, integrating recent developments, including those relating to pedagogy
- To provide or contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and outside agencies
- To provide timely, regular and high quality feedback and marking that supports pupils' learning in line with school policies
- To assess, record and report on all aspects of pupils' progress and development
- Contribute to raising standards of pupil attainment
- To ensure high standards of behaviour so effective learning can take place, and good relationships can be formed within the school community
- To contribute appropriately to achieving the objectives of the school improvement plan
- To give advice on the development and well-being of children
- To meet deadlines for submission of relevant documents, planning and data
- To regularly check and respond to school communications
- To contribute to the wider life of the school

Specific Responsibilities

- **TLR 2.1** Take a lead role in supporting school leaders and colleagues with the development of an effective and cohesive upper Key Stage 2 curriculum building on the school's current curriculum. Develop and implement a range of strategies and interventions to guide and support Y5 and Y6 pupils towards and successfully through KS2 SATS. Ensure that KS2 SATS are organised, administered and delivered. Lead on the development of assessment and a curriculum subject/s and across the school.
- Lead, manage and champion a subject/s across the school; working with staff to create and implement a Subject Improvement Plan; researching and leading new innovations in the teaching of a subject/s; monitor the quality of teaching and learning in a subject/s and report findings to senior leaders and governors. Keep an up to date subject coordinators file.
- **KS2 Teacher (UPS)*(where appropriate):** To model good practice in teaching and learning at all times and share this practice with other teachers and support staff when required. To work with subject coordinators and SLT to ensure there is progression, continuity and improvement in teaching and learning within Key Stage 2. To be a

positive role model and support staff within the Key Stage 2 team and the wider school with all aspects of teaching, learning and behaviour management.

Further and Relevant Information

- The duties outlined above form the basis of the job you will undertake within the school but may from time to time change because the work within schools continuously changes and develops which in turn requires you to adapt and adjust. The duties and responsibilities above are neither exhaustive nor immutable.
- The Equality Act 2010 recognises this Job Description may require reasonable adjustments in accordance with the legal requirement. Further the Act prohibits discrimination against people with a protected characteristic as specified in section 4 of the Act. Disability is one of nine specified protected characteristics.
- Whilst the main duties and responsibilities for this post have been set out above, other tasks which have not been stated must be undertaken. Teachers will be expected to comply with any reasonable request from their line manager to undertake relevant teaching and learning even where it is not specified within this job description and which is commensurate with the level of the post.
- Changes for the purposes of this Job Description pertain to general teaching methodologies and other matters which may from time to time be implemented either by the school Headteacher or by statute.

*Other documents which the Jobholder should refer to for the purposes of pay and terms and conditions.

Main Statement of Terms and Conditions of Employment.

Teachers' Employee Handbook.

School Policies and Procedures

Signed:

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Headteacher

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Post holder

Date Reviewed

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Year 6 Class Teacher (TLR 2.1)

PERSON SPECIFICATION

Specification	Essential	Desirable	Assessment (application, interview, observation, reference)
QUALIFICATIONS			
First degree or equivalent (Primary Education).	✓		A
Qualified Teacher Status.	✓		A
Recent and relevant participation in professional development.	✓		A
Further appropriate educational qualifications. (SENDCO Award, NPQ, Masters)		✓	A
EXPERIENCE			
Evidence of recent, successful teaching in Year 6 supported by evidence of good progress and attainment.	✓		A I R
Proven track record of raising attainment for pupils.	✓		A I R
Experience of planning and overseeing delivery of interventions leading to improved outcomes for pupils.	✓		A I R
Successful experience of working with a range of abilities including children with SEND leading to positive outcomes.	✓		A I R O
Successful experience of managing challenging behaviours.	✓		A I R O
Experience of engaging closely with parents and other stakeholders.	✓		A I R
Recent experience of leading a subject(s) across the school.	✓		A I R
Experience leading the development of an Upper Key Stage 2 curriculum.	✓		A I R
Experience of the delivery and administration of KS2 SATS.	✓		A I R
Experience and/or interest in co-ordinating Mathematics.		✓	A I R
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING			
Sound working knowledge and successful experience of using planning and assessment systems appropriate to primary schools to improve outcomes for pupils.	✓		A I R O
Ability to analyse data to evaluate the performance and achievement of pupil groups, pupil progress and be able to plan appropriate course/s of action for improvement.	✓		
Sound working knowledge of the National Curriculum coupled with the skill to plan a differentiated curriculum that meets the needs, interests and abilities of any given cohort.	✓		A I R O
Understanding of and commitment to the school's policies, in particular: behaviour, equal opportunities, safeguarding and Health & Safety.	✓		A I R
Sound knowledge and understanding of safeguarding in a primary school setting.	✓		A I R
Knowledge and understanding of the Read Write Inc phonics programme.		✓	A I R
PROFESSIONAL SKILLS AND ABILITIES			
The ability to deliver consistently exemplary lessons.	✓		A I R O
Excellent organisational skills and attention to detail.	✓		A I R O
Proficient use of technology to support teaching, learning and personal organisation.	✓		A I R
Excellent interpersonal and communication skills and a proven team player.	✓		A I R

Confident in subject monitoring and providing feedback and challenge to colleagues regarding findings.	✓		AIR
PERSONAL QUALITIES			
The ability and desire to work tirelessly to support the achievement of our school's vision.	✓		AIO
Ability and desire to form strong working relationships with pupils, staff, parents, governors and external partners	✓		AIO
The ability to effectively manage own workload.	✓		AIR
Personal commitment to ongoing professional development.	✓		AIR
Have a warm and caring nature.	✓		IRO
Energy, enthusiasm and a 'can do' attitude.	✓		AIRO
A positive outlook, flexibility, and a willingness to embrace change.	✓		AIRO
Willingness to lead and engage in activities that foster community cohesion and parental engagement.	✓		AIR
A commitment to working in an open, honest, approachable and democratic manner with all stakeholders.	✓		AIR