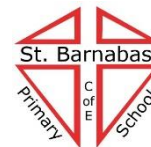


HEATON ST. BARNABAS' C.E. (V.A.) PRIMARY SCHOOL

Job Description – Class Teacher



Salary: The post holder will be paid on the appropriate point of the main scale/UPS, dependent on experience.

Line management

The teacher is responsible to the Headteacher through the school's line management structure.

Job content

Basic duties

- The basic duties of a teacher are outlined in the latest School Teachers' Pay and Conditions Document.

Job purpose

- To teach and care for the pupils assigned to you as a classroom teacher, compliant with the school aims and in pursuit of high standards of pupil achievement – academically and socially. The school aims to create an environment which stimulates learning, is individually rewarding, dynamic and safe.

Objectives

- To ensure pupil entitlement to the national curriculum.
- To create a classroom atmosphere conducive to effective learning.
- To help all pupils achieve and realise their potential.
- To ensure that all pupils observe the code of conduct.

Main responsibilities

Adhere to all school policies appertaining to:

- Classroom management, including issues of health and safety.
- Planning and delivery of the curriculum
- Target setting.
- Marking, assessing, recording and reporting.
- Pastoral care.
- Carrying out supervisory duties in accordance with published schedules and procedures and maintain professional credibility at all times.
- Be proactive in personal professional development.

Key tasks

- Teach pupils within the primary school age range in the role of class teacher
- To record and monitor pupils achievements - to maintain satisfactory records in accordance with N.C. Requirements.
- To identify, along with other staff, children with additional needs or Special Educational Needs and to inform the appropriate inclusion manager.
- Be proactive in reporting child protection/safeguarding concerns to the named person
- Fully use agreed curriculum policies/ schemes of work and the staff handbook.
- Attend and contribute to key stage, team and full staff meetings.
- Consult with colleagues and / or senior staff when guidance/advice is required.

- Contribute towards the goals and targets in the school's strategic plan.
- To report to parents as required and to consult with parents regarding the educational needs and progress of their children.
- To supervise the work of ancillary support staff as required and to supervise students when necessary.
- Ensure that punctuality and effectiveness are observed at all times.
- Maintain high standards of personal conduct and dress.
- Maintain a professional interest in educational initiatives relevant to your subject(s).
- Consult with senior staff, appraiser and staff development co-ordinator on any issue relevant to personal professional development, in line with the school's strategic plan.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

To uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

The post holder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

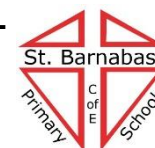
This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.

All staff participate in the school's performance management scheme.



HEATON ST.BARNABAS' C.E.(V.A.) PRIMARY SCHOOL

PERSON SPECIFICATION FOR CLASS TEACHER



Qualifications

Essential	Desirable	Notes
<ul style="list-style-type: none"> Qualified teacher status Training and/or experience relating to Primary school age range 	<ul style="list-style-type: none"> Evidence of further study 	Application form

Professional Attributes

Essential	Desirable	Notes
<ul style="list-style-type: none"> Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. Hold positive values and attitudes and adopt high standards of behaviour in their professional role. Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. Communicate effectively with children and young people and colleagues. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. Recognise that communication is a two-way process and actively encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation Have a commitment to collaboration and co-operative working where appropriate. 	<ul style="list-style-type: none"> Willingness to organise and lead meetings to share good practise 	Application form Letter of application References Interviews

<ul style="list-style-type: none"> • Evaluate their performance and be committed to improving their practice through appropriate professional development. • Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. • Act upon advice and feedback and be open to coaching and mentoring • Be willing to teach across the primary school age range • Willing to teach French or Spanish with appropriate training and/or support 		
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Professional Knowledge and Understanding

Essential	Desirable	Notes
<ul style="list-style-type: none"> • Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential. • Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to statutory assessment • Know a range of approaches to assessment, including the importance of formative assessment • Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. • Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement. • Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments. • Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach. • Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities. 	<ul style="list-style-type: none"> • Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related statutory assessment. • Have knowledge and experience of Restorative Practice • Have knowledge and experience of 'Learning to learn' /Building learning power' strategies 	<p>Application form Letter of application Demonstration of teaching ability References Interviews</p>

<ul style="list-style-type: none"> • Understand how children and children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. • Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. • Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and children and young people. • Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies. • Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and children and young people. • Know the local arrangements concerning the safeguarding of children and children and young people • Know how to identify potential child abuse or neglect and follow safeguarding procedures • Know how to identify and support children and children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support. • 		
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Professional Skills

Essential	Desirable	Notes
<ul style="list-style-type: none"> • Plan for progression across the Primary age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge • Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within the Primary phase and context • Plan, set and assess homework and other out- of-class work where appropriate, to sustain learners' progress and to extend and consolidate their learning 	<ul style="list-style-type: none"> • Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge. 	Application form Letter of application References Interviews

<ul style="list-style-type: none"> • Teach challenging, well organised lessons and sequences of lessons across the Primary age and ability range • Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion. • Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress. • Develop concepts and processes which enable learners to apply new knowledge, understanding and skills. • Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenary sessions effectively. • Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. • Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment • Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment • Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development • Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners • Use assessment as part of the teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching • Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary. • Review the impact of the feedback provided to learners and guide learners on how to improve their attainment. • Establish a purposeful, motivating and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. • Make use of the local arrangements concerning the safeguarding of children and children and young people. 	<ul style="list-style-type: none"> • Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally • Promote collaboration and work effectively as a team member. • Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. • Experience of teaching within more than one primary school key-stage/phase • Study or experience of teaching French and / or Spanish 	
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<ul style="list-style-type: none"> • Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts. • Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's restorative practice approach. • Use a range of behaviour management techniques and strategies, adapting them as necessary to promote respect, personal responsibility, self-control and independence of learners. • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills. • Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them. • Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil. 		
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PERSONAL ATTRIBUTES

Essential	Desirable	Notes
<ul style="list-style-type: none"> • Willing and able to lead acts of worship for a class, Key- Stage or whole school as required • Flexibility of circumstances to allow for some out of school hours working, including extracurricular activities, evening meetings plus other in-service commitments 	<ul style="list-style-type: none"> • Experience of leading worship 	Application form Letter of application References Interviews