

Teaching Staff Job Description and Person Specification

TITLE:	Class Teacher
Location:	Wickhambrook Primary Academy
Pay range / point:	Main Pay Range
Responsible to:	Headteacher
Post holder:	

INTRODUCTION

All members of teaching staff are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

1. Modelling the Core Values at all times;
2. Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
3. Continuously raising pupils' aspirations and self-esteem;
4. Intentionally developing pupils' leadership skills;
5. Contributing to the wider range of opportunities offered by and for the school community;
6. Actively supporting and promoting pupil voice;
7. Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
8. Ensuring high outcomes for a cohort of pupils.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation that all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS AND RESPONSIBILITIES

General Teaching Responsibilities

1. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
2. Comply with and uphold the policies of the school;
3. Fully understand and comply with the school's policy on safeguarding, remaining alert to pupils' pastoral needs and providing support in conjunction with school's SENDCo and teaching assistants (TAs);
4. Proactively uphold the school's Behaviour Policy, establishing class rules and setting out clear and fair sanctions in accordance with the school's systems, with high standards of behaviour expected at all times;
5. Work as part of the school's teaching team and actively behave as a team member to support colleagues;
6. Oversee and work closely with TAs, setting out tasks appropriate to the assistant's role and ability and supervising the work of support staff, students and voluntary helpers as required;
7. Ensure that the learning spaces provide a welcoming and stimulating environment to pupils and adults - classrooms will be vibrant, well organised and serviceable, and work will be attractively displayed and be clearly and appropriately labelled;
8. Make effective use of PPA time to raise standards;
9. Lead assemblies as required;
10. Play an active role in the full life of the school.

Specific Responsibilities

1. Teach the designated class group(s), implementing agreed planning, assessment and target setting for National Curriculum subjects and RE, as well as working with others to provide curriculum enrichment for pupils;
2. Plan pupils' work to provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Educational Needs and/or Disabilities (SEND) and those who are Academically More Able (AMA);
3. Carry out regular assessment, recording, monitoring and record keeping according to school policies, maintaining appropriate records which monitor the progress of the pupils and marking pupils' work regularly in accordance with the school's Feedback and Marking Policy;

4. Develop home/school links with parents/carers of children in the class;
5. Complete assessment records for the class four times per year, using the school's systems, including participation in Pupil Progress Meetings with the Headteacher or another member of the Senior Leadership Team;
6. Complete annual pupil reports for presentation to parents/carers and meet pupils' parents/carers at termly parents' evenings;
7. Manage and monitor the work of other adults in the classroom (including volunteers);
8. Liaise closely with the SENDCo regarding the learning needs of pupils;
9. Liaise closely with the Designated Safeguarding Lead regarding pupils' welfare needs.

Safeguarding

1. Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder, under the guidance of the Designated Safeguarding Lead, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the trust's and the school's Safeguarding Policy and Child Protection Procedures.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

General

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual appraisal, keeping appropriate evidence to support appraisal and pay decisions;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff/pupil information and the trust's business at all times;
5. Act as an ambassador for the school and the wider trust within the local community and beyond, ensuring that the ethos and values of the trust are promoted and upheld at all times;



6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher, a member of the Senior Leadership Team or the trust Executive Team which fall within the scope of the post.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development, and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION
CLASS TEACHER (PRIMARY)

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<p>Second class degree or higher</p> <p>Relevant Teaching Qualification</p> <p>English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)</p> <p>ICT QTS accreditation test level or similar (e.g. European Computer Driving License (ECDL))</p>	
EXPERIENCE AND KNOWLEDGE	<p>High levels of primary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum</p> <p>Evidence of positive impact on pupil outcomes in the relevant year group(s)</p> <p>Evidence of effective team working</p>	
KEY SKILLS AND ATTRIBUTES	<p>Positive disposition to implementing the School's educational vision</p> <p>Willingness to work across the trust's primary schools to secure high attainment for all children in the relevant year group(s) or Key Stage(s)</p>	

<p>LEADERSHIP</p>	<p>Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team</p> <p>Ability to maintain a consistent and continuous focus on pupil achievement</p> <p>Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated year group(s) or Key Stage(s) pupil outcomes</p>	
<p>OTHER QUALITIES</p>	<p>Able to develop genuine, empathetic relationships with young people</p> <p>High personal standards in terms of attendance, punctuality and meeting deadlines</p> <p>High level of personal organisation skills</p> <p>Good communication skills, both written and spoken</p> <p>Solution focused disposition and a positive attitude particularly to challenge and change</p> <p>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils</p> <p>Positive disposition towards inclusion of all pupils including those with learning difficulties in</p>	

	<p>mainstream learning and education</p> <p>Able to work as part of a broader inclusion and pupil support system</p> <p>Ability to work as a team player and supportive of team working</p> <p>Ability and willingness to develop own understanding and capability through advice and training</p> <p>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency</p> <p>Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes</p>	
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