

St Saviour's CofE Primary & St Paul with St Luke Federation



Class Teacher – Job Description (St Paul with St Luke CofE Primary School)

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions document 2014 and other current legislation. The post holder will be expected to meet the professional standards set out in the DfE's 'Teachers' Standards' document 2014.

JOB TITLE: Class teacher – Main scale

ACCOUNTABLE TO: The Headteacher

PLANNING

When planning, a class teacher will be required to:

- Set tasks which engage, involve and challenge pupils, whilst ensuring a high level of interest and enjoyment;
- Set appropriate and high expectations;
- Provide clear structures for lessons in order to maintain pace, motivation and challenge;
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum, incorporating the Foundation Stage and/or National Curriculum requirements in line with the curriculum policies of the school;
- Produce long, medium and short term planning in accordance with school policy and procedures, and within required deadlines;
- Identify clear, relevant, challenging teaching and learning objectives, and specify how they will be taught and assessed;
- Set clear, aspirational targets, building on prior attainment;
- Identify SEN, underperforming, under attaining, able, gifted and talented pupils and plan appropriate interventions to accelerate progress;
- Make effective use of assessment to inform planning of teaching and learning, whilst ensuring coverage of identified programmes of study.

TEACHING

When teaching a class teacher will be required to:

- Actively engage and involve all pupils in high quality, challenging learning experiences;
- Make learning interesting, fun and exciting;
- Personalise learning, and cater for a wide range of learning styles, interests and abilities;
- Teach the required or expected knowledge, understanding and skills, and ensure the pupils acquire and consolidate them, and are able to use and apply them across all curriculum areas, in a range of learning contexts;

- Teach clearly structured lessons and sequences of work which interest and motivate the pupils, make learning objectives and outcomes clear, and promote active and independent learning that enables all pupils to think for themselves, and to plan and manage their own learning;
- Use a variety of interactive teaching strategies to facilitate, scaffold and support learning;
- Differentiate teaching to meet the needs of pupils of all ability ranges, taking into account varying interests, experiences and achievement of boys and girls, and different social, religious, cultural and ethnic groups, to enable them to make good progress;
- Develop key skills as an integral part of all curriculum areas;
- Use ICT effectively in teaching and learning, and as an embedded part of the curriculum;
- Establish a purposeful learning environment, where diversity is valued and pupils feel safe, secure and confident;
- Organise and manage teaching and learning time effectively;
- Build successful relationships centered on teaching and learning;
- Provide homework which consolidates and extends work carried out in the class and encourages independent learning;
- Recognise and respond effectively to equality issues as they arise in the classroom, and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures;
- Evaluate their own teaching critically to improve effectiveness;
- Organise and manage Teaching Assistants and other helpers in the classroom to maximise the outcomes for pupils' learning.

CLASS MANAGEMENT

All class teachers will be expected to:

- Provide a high quality teaching and learning environment that supports the delivery of the Foundation Stage and/or National curriculum and the raising achievement for all pupils.
- Use effective behaviour management strategies in order to establish and maintain an appropriate learning environment, pre-empt and address any potential behavioural issues, and monitor and intervene to ensure sound learning and discipline.
- Establish a clear framework for classroom behaviour and conduct, in line with the school's policy, in order to anticipate and manage pupils' behaviour constructively, and promote independence, self-reliance and self-control;
- Set high expectations for pupils' behaviour, and maintain a good standard of discipline through well focused teaching, challenging learning, and fostering positive relationships;
- Work collaboratively with other professionals.

SCHOOL ETHOS, HEALTH AND SAFETY AND OTHER DUTIES

- To consider the pastoral needs of all children and report and safeguarding concerns to a member of the Senior Leadership Team.
- To undertake playground supervision on a regular basis.
- To make a positive contribution to the wider life and ethos of the school.
- To support the Christian ethos of the school, to teach the school's curriculum for Religious Education and attend assemblies and the daily Act of Worship.
- To lead assemblies as required.

- To carry out all duties with due regard to the school's Health and Safety policy, the Council's Health and Safety policy and to their responsibilities under the provision of the Health and Safety at Work Act 1974 and to all other relevant subordinate legislation.

The class teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Head Teacher.

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Class Teacher – Person Specification (St Paul with St Luke CofE Primary School)

RECRUITMENT

The criteria below will form the basis for the short-listing and interview process, and candidates are requested to respond accordingly.

A = Application I = Interview R = Reference

EDUCATIONAL QUALIFICATIONS AND TRAINING		How identified
Essential	• Qualified Teacher Status	A
	• Degree or equivalent	
Desirable	• Evidence of further study	AI
EXPERIENCE		
Essential	• Experience and understanding of teaching and learning across the KS1 and KS2	AIR
	• Experience of data analysis	A
Desirable	• Experience of teaching in more than one key stage	A
	• Experience of leading a curriculum subject area	AI
	• Experience of working with governors, parents and the wider community	AR

KNOWLEDGE AND UNDERSTANDING

Essential	How identified
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| • Good understanding of assessment, recording and reporting in KS1 or KS2 | A |
| • Up-to-date knowledge and understanding of current educational issues | A |
| • A commitment to the understanding of the distinctive nature of a Church of England Voluntary Aided primary school | AI |
| • A commitment to the knowledge and understanding of Child Protection and Safeguarding | AI |
| • Evidence of highly effective teaching | A |

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| Desirable | • Interest in Subject Leadership of a core subject | AI |
| | • Knowledge of how the effective use of data and target setting can raise standards | AI |

SKILLS

Essential

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| • Continue the school's traditions of worship and pastoral care, including leading Collective Worship in a C of E School | I |
| • Flexible and imaginative; able to generate and implement new ideas and technologies | AI |
| • Ability to maximise use of ICT for curriculum support and Development | AI |
| • Outstanding communication skills, with a range of audiences both orally and in writing | AI |
| • Understanding, analysis and interpretation of school class data | AI |
| • Commitment to developing the whole child, whilst maintaining academic standards | AIR |
| • Effective problem solving skills | I |
| • Effective administrative and organisational skills | AI |

PERSONAL ATTRIBUTES

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| Essential | • Value all children and committed to the development of the whole child | AI |
| | • Relate well to pupils, staff and parents and care about their individual needs | AI |
| | • Able to adapt to changing circumstances and new ideas in a positive and creative manner | AI |
| | • Has high standards of self and others | AI |

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| • Have a good record of attendance and punctuality | AI |
| • Ability to deal with sensitive issues in a professional manner | AI |
| • Good judgement energy and enthusiasm, integrity and loyalty | AI |
| • Have energy, flexibility and resilience; the ability to deal with challenges and retain a sense of humour | AI |
| • A commitment to partnering with the church community to attend services at Holy Trinity Church | AI |
| • Be fully supportive of the school's Christian ethos, working in partnership with the Headteacher, staff, parents, governors and our parish communities | AI |

