**WYKEBECK PRIMARY SCHOOL**

**JOB DESCRIPTION**

**Job Title** : Class Teacher

**Location** EYFS/KS1/KS2

**Grade** : MPS/UPS

# PURPOSE OF THE JOB

To use professional judgement to meet the learning needs of all children within your care and to work to make sure that pupils develop intellectually and personally, and to safeguard pupils’ general health, safety and well-being. To act as the lead professional within your classroom environment.

# RESPONSIBLE TO

The Headteacher or her representative with delegated responsibilities. In carrying out these duties, to consult, where appropriate, with the relevant senior managers, other staff in school, parents and carers, pupils and the wider community.

#  IN RELATION TO THE STATUTORY REQUIREMENTS

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required Core standards and those for Qualified Teacher Status and other current legislation.

# AREAS OF RESPONSIBILITY AND KEY TASKS

**A PLANNING, TEACHING AND CLASS MANAGEMENT, TO:**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

* identifying clear teaching objectives and specifying how they will be taught and assessed
* setting tasks which challenge pupils and ensure high levels of interest
* setting appropriate and demanding expectations
* setting clear targets, building on prior attainment
* identifying EAL, SEN or G+T pupils;
* provide clear structures for lessons maintaining pace, motivation and challenge;
* make effective use of assessment and ensure coverage of programmes of study;
* ensure effective teaching and best use of available time;
* monitor and intervene to ensure sound learning and discipline • use a variety of teaching methods to:

i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;

* ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; • evaluate their own teaching critically to improve effectiveness;

**B MONITORING, ASSESSMENT, RECORDING, REPORTING - TO:**

* assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
* mark and monitor pupils' work and set targets for progress;
* assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
* prepare and present informative reports to parents.

**C OTHER PROFESSIONAL REQUIREMENTS - TO:**

* have a working knowledge of teachers' professional duties and legal liabilities;
* operate at all times within the stated policies and practices of the school;
* establish effective working relationships and set a good example through their presentation and personal and professional conduct;
* endeavour to give every child the opportunity to reach their potential and meet high expectations;
* contribute to the corporate life of the school through effective participation in staff meetings and training and management systems necessary to coordinate the management of the school;
* take responsibility for their own professional development and duties in relation to school policies and practices;
* liaise effectively with parents and governors.
* be aware of, and comply with, policies and procedures relating to safeguarding, child protection, inclusion, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* take on any additional responsibilities which might from time to time be determined.

**EMPLOYEE SPECIFICATION:**

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The ‘Essential Requirements’ indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under ‘Desirable Requirements’ are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates**.**

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| SKILLS  | Ess  | Des  | MOA  |
| High level of written, oral and communication skills   | \*  |   |   |
| Ability to communicate effectively orally and in writing to a range of audiences   | \*  |   |   |
| High level of organisational and planning skills   | \*  |   |   |
| An excellent classroom practitioner   | \*  |   |   |
| Work effectively as part of a team, relating well to colleagues, pupils and parents   | \*  |   |   |
| Ability to demonstrate a commitment to equality of opportunity for all pupils   | \*  |   |   |
| Ability to investigate, solve problems and make decisions   | \*  |   |   |
| Management of people and resources   | \*  |   |   |
| Able to use own initiative and motivate others   | \*  |   |   |
| Ability to demonstrate high level ICT skills in personal and educational situations   | \*  |   |   |
| Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them  | \*  |   |   |
| Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure  | \*  |   |   |
| Ability to offer expertise in a specific subject or area   |   | \*  |   |
| Ability to teach across primary age range   |   | \*  |   |
| Commitment to an involvement in extra-curricular activities.   |   | \*  |   |
| Evidence of sharing in and contributing to the corporate life of the school.   |   | \*  |   |

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| KNOWLEDGE/PROFESSIONAL DEVELOPMENT  | Ess  | Des  | MOA  |
| Knowledge of current educational practice and issues   | \*  |   |   |
| Evidence of continuing professional development   | \*  |   |   |
| Take responsibility for their own professional development   |   | \*  |   |
| Knowledge of the new National Curriculum 2014  | \*  |   |   |
| Effective use of ICT to support learning   | \*  |   |   |
| Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils’ attainment and progress.   | \*  |   |   |
| Full working knowledge of relevant polices/codes of practice/legislation   | \*  |   |   |
| Knowledge of all phases of primary education   |   | \*  |   |
| Understanding of the implications of the Code of Practice for Special Educational Needs and Disabilities   |   | \*  |   |

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| LEADERSHIP  | Ess  | Des  | MOA  |
| As the lead professional in the classroom show an ability to advise and support other staff   | \*  |   |   |
| Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate   | \*  |   |   |
| Plan, allocate, support and evaluate work undertaken by other staff in the classroom   | \*  |   |   |
| Lead professional development through example and support   |   | \*  |   |

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| DISPOSITION AND ATTITUDE  |  |  |
| Positive and optimistic attitude towards School Improvement and Inclusion   |  |  |
| Open-minded and receptive to new ideas, approaches and challenges   |  |  |
| Places high priority on effective team working and works easily and comfortably in a team environment   |  |  |
| Commitment to an involvement in extra-curricular activities.   |  |  |
| Evidence of sharing in and contributing to the corporate life of the school.   |  |  |
|  | METHOD OF ASSESSMENT(MOA)  | A T I  | = = =  |  | Application Form Test Interview  |  |
|  |  |  C =  |  | Certificate  |  |