

Job Description



POST: **Key Stage 1 / Key Stage 2 Class Teacher**

GRADE: Inner London Teacher Pay Scale

ACCOUNTABLE TO: Head teacher

The appointment is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the performance management process.

This job description includes references to:

- Professional Standards for Teachers

Duties and responsibilities together with competencies and skills required of the post-holder are set out below.

General description of the post

The holder of this post is expected to carry out the professional duties of a Pre-Threshold or Post Threshold teacher, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

The post holder is expected to lead a curriculum area under the direction of the Senior Leadership Team.

The post-holder is expected to meet and sustain all the Professional Standards for Teachers.

Relationships

The post-holder is accountable to their line manager in all matters.

Within the performance management (PM) process, all staff in the school are accountable to the Deputy Head ? (PM) through their respective teams and leaders.

All teachers are also teachers to groups of children.

Outcomes

1. Achievement and Standards

Duties and responsibilities:

- Making a contribution to raising standards across the school.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.

- Giving every child the opportunity to reach their potential.

Knowledge, skills and competencies required:

- Holds positive values and attitudes and adopts high standards of behaviour in their professional role.
- Knows a range of approaches to assessment, including the importance of formative assessment and monitor the progress of those they teach and to raise levels of attainment.
- Provides learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Supports and guides 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.

2. The quality of provision

Duties and responsibilities:

- Ensuring that the curriculum is differentiated to mean that tasks and activities are matched to the ability of the children and henceforth allowing them to make progress at the right pace and level.
- Working with school leaders to track the progress of individual children and intervene where pupils are not making progress. Implement Individual Education Plans.
- Contributing and cooperating with other staff and professional agencies as appropriate to the needs of the children.

Knowledge, skills and competencies required:

- Knows how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
- Plans, sets and assesses homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teaches challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they build on prior knowledge, develop concepts and processes and make adaptations to suit the learners needs.

3. Leadership and Management

Duties and responsibilities:

- Ensuring that the Headteacher and LT are routinely well informed about teaching plans, priorities and pupil progress toward their agreed targets.
- Write an action plan detailing priorities for the year and how they will be met.
- Taking responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.
- Liaising effectively with colleagues and participate in staff meetings. Meet with parents to discuss and review progress parents. Liaise as appropriate with governors.

Knowledge, skills and competencies required:

- Makes 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 promote equality and inclusion in their teaching
- Understands 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
- Knows the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children

Other Responsibilities

Support and participate in the life of the school, including wider community events outside of the school day.

Undertake other duties, which may reasonably be assigned by the Head teacher, to ensure the smooth running of the school. The duties and responsibilities of the post may vary from time to time according to the changing needs of the school.

Person Specification



POST: **KS1/KS2 Teacher**

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ACCOUNTABLE TO: Head teacher

Qualifications

Qualified Teacher Status
Qualified to teach in the UK

Experience & Knowledge

- A proven track record of recent and successful class teaching in mixed ability classes of primary age
- Good understanding of current theory and best practice in teaching and learning, particularly as it relates to achieving high rates of progress of children of primary age
- Good subject knowledge of core National Curriculum
- Good understanding of child development and progression and how this impacts on planning
- An understanding of equal opportunity and child protection issues and how they can be addressed in schools

Skills & Abilities

To demonstrate the skills of a good teacher, including the ability to:

- a. Interest, encourage and engage pupil and enable them to acquire new knowledge and skills;
- b. Provide appropriate levels of challenge, so that pupils make good progress;
- c. Use methods and resources that enable all pupils to learn effectively;
- d. Use assessment information effectively to plan next steps in children's learning;
- e. Make effective use of time;
- f. Secure high standards of behaviour for learning and good use of behaviour management strategies
- g. Make effective use of teaching assistants and other support staff;
- h. Enable pupils to develop the skills to work independently and collaboratively and to develop self-esteem and respect for others;
- i. Create a well organised, stimulating learning environment.
- k. Relate to and communicate effectively with parents and carers and encourage their participation as partners in their child's learning;
- l. Make a significant contribution to a school ethos that promotes high achievement;
- m. Work within the framework of national and whole school policies to ensure consistency of practice;
- n. Commit to further their own professional development and to the principle of continuous development.

Leadership

- Evidence of being an effective team member in planning and implementing the curriculum
- Evidence of the ability to lead or support in leading a curriculum area

- Ability to be well organised, working under pressure whilst maintaining a positive approach to your work and relationships with others
- Ability to oversee the pastoral welfare of children and to promote good behaviour, dispositions and attitudes towards learning
- High expectations for accountability and consistency.
- Excellent written and oral communication skills.

This post is subject to an enhanced DBS check.