

St Peter's Church of England Primary School



Unlocking the potential for everyone to flourish in the love of Christ

'But I am like an olive tree, flourishing in the house of God. I trust in God's unfailing love for ever and ever.'
Psalm 52

JOB DESCRIPTION MARCH 2021 CLASS TEACHER VACANCY – MAIN PROFESSIONAL GRADE

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the Headteacher and the member of staff. It will be reviewed annually.

Teachers at St Peter's Church of England Primary School must make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. They must act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up to date and be self-critical; forge positive professional relationships and work with teachers in the best interests of their pupils.

Teachers' Standards – Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes;
- Plan teaching to build on pupils' capabilities and prior knowledge;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how this impacts upon teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject knowledge and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship;
- Demonstrate an understanding or, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject;
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- When teaching mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons:

- Impact knowledge and develop understanding through effective use of lesson time;
- Promote a love of learning and children's intellectual curiosity;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- Reflect systematically on the effectiveness of lessons and approaches to teaching;
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate an awareness on the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- Make use of formative and summative assessment to secure pupils' progress;
- Use relevant data to monitor progress, set targets and plan subsequent lessons;
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school's behaviour policy;
- Have high expectations of behaviour, and establish a framework for discipline with a wide range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Communicate effectively with parents with regard to pupils' achievement and well-being;
- Deploy support staff effectively.

Teachers' Standards – Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - Have regard for the need to safeguard pupil's well-being, in accordance with statutory provisions;
 - Showing tolerance of, and respect for, the rights of others;
 - Not undermining fundamental British values and mutual respect and, embrace for those with different faiths and beliefs;
 - Ensuring that personal beliefs are not expressed in ways which exploit pupil's vulnerability or might lead them to break the law.
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- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality;
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- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
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Duties as a Subject Leader

To take responsibility for your area(s) in the school and ensure that the work is in harmony with the overall aims of the school and with other subject areas:

1. To monitor and evaluate the curriculum, teaching and standards

- Ensuring that the school follows statutory requirements in the subject areas;
- Ensuring that there is progression and continuity within the subject areas across the school;
- Ensuring that the pupils' learning is recorded appropriately;
- Liaising with other schools and settings as appropriate re: subject continuity;
- Ensuring that purchases are effectively used to improve teaching and learning;
- Leading the staff in developing high standards within the subject areas.

2. To support staff

- Ensuring that the school follows appropriate external advice, guidance and consultancy;
- Ensure staff are happy with long, medium and short term planning arrangements;
- Supporting staff in their teaching of the subjects to pupils of all abilities.

3. To develop your subject(s)

- Leading the development of a subject scheme of work suitable for pupils of all abilities;
- Advising and liaising on how ICT can support the subject;
- Ensuring that cross-curricular themes are included in the schemes of work;
- Representing policies and reviews to interested parties such as the Headteacher, Senior Leadership Team, the governing body, parents etc.

4. To organise professional development for their subject

- To disseminate training to other staff to enhance learning.

5. To contribute to the School Evaluation and School Improvement Plan

- Keeping up-to-date with developments in the subject at local and national level;
- Ensuring that the needs of teaching the subject are represented within meetings in school and in the School Improvement Plan;
- Ensuring that actions described in the School Improvement Plan and/or action plans are implemented.

6. Monitoring and data analysis

- Monitoring progress of pupils and ensuring that appropriate provision is being made for them;
- Identifying where additional support might be needed in meeting the needs of pupils to evaluate the impact of any support that is provided;
- Ensuring that more able pupils in particular are identified and that challenging targets are set and monitored regularly so that optimum progress is reached;

- Monitoring standards and progression through the scrutiny of planning sheets, sampling pupils' work, pupil interviews, observing learning and staff discussion;
- Ensuring that the actions described in the School Evaluation and School Improvement Plan are implemented and progress reviewed at regular intervals.

7. Resources

- Ensuring that existing resources across the school are listed, made known to staff and are updated/reviewed annually

8. Professional Development

- Keep up to date with development in the subject(s) at local and national level;
- Arrange and organise school-based in-service activities;
- Lead staff and other meetings;
- Identify opportunities for training for colleagues;
- Offer in class support to colleagues.

I confirm that I will work to this job description and I have no convictions, cautions, court orders, reprimands or warnings that affect my suitability to work with children.

Signed: Teacher

Date:

Signed: Headteacher

Date:

Post Threshold Standards

1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

5. Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.
 6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
 7. 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.
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 9. Promote collaboration and work effectively as a team member.
 10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
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Equal opportunities:

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety:

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding commitment:

Sabden Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS clearance and we will always consider your references before confirming a job offer in writing.

Reviewed: March 2021