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| Class Teacher | |
| The Governors are seeking to appoint from September 2022 a Class 4 teacher:  Full time position in KS2 (temp for one year)  We are seeking to appoint an appropriately qualified and experienced teacher. The successful candidate must hold QTS; be hardworking professional committed to the delivery of excellent teaching to secure the best possible outcomes for pupils. We are looking for a teacher who sincerely cares and understand that all children have the potential to achieve their dreams to ‘**love learning and inspire each other to thrive in the world’.**  The post requires an outstanding teacher to join our committed team, who can show passion and enthusiasm for children’s learning. Someone who is interested in becoming part of our whole school team and dedicated to providing the very best education in a happy, calm and safe environment.  In return BGL can offer:   * Commitment to your CPD * A wonderful environment that enriches the curriculum * Children who enjoy school and who are keen to succeed * Hard working staff who support one another | |
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| Key Aims: | |
|  | Plan and deliver the teaching in line with the Department of Education |
|  | Regularly assess and report on pupils’ progress in line with Department of Education and the school’s policies and procedures |
|  | Meet the expectations set out in the Teachers’ Standards |
|  | Assist in the smooth running of the school at all times |
|  | Have responsibility for leading a curriculum subject |
| **Duties and Responsibilities Teaching, to:** | |
|  | Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum and schemes of work |
|  | Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment   * + Be accountable for pupils’ attainment, progress and outcomes   + Guide pupils to reflect on the progress they have made and their emerging needs |
|  | Adapt teaching to respond to the strengths and needs of pupils   * + Support children with SEN or disabilities, using Quality First teach approach and working with guidance from the school SENCO   + To effectively model/ scaffold to support children's progress. To model language extremely well, extending children's speaking and listening skills |
|  | Set high expectations that inspire, motivate and challenge pupils   * + To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning |
|  | Promote good progress and outcomes by pupils   * + Reflect systematically on the effectiveness of lessons and approaches to teaching |
|  | Demonstrate good subject and curriculum knowledge   * + Contribute to the design and provision of an engaging curriculum |
|  | Participate in arrangements for preparing pupils for external tests |
|  | To manage the classroom effectively to develop a purposeful and stimulating environment |
|  | Liaise effectively with parents and offer opportunities for them to engage in their child’s learning at home |
|  | Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn |
|  | Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL (English as an additional language); and/or disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them all |
|  | Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the use of standard spoken English and the teaching of early reading and phonics |
|  | Make accurate and productive use of assessment to secure pupils’ progress and ensure every child makes good progress |
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| **Behaviour and Safety, to:** | |
|  | Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and to establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
|  | Manage the class effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge |
|  | Maintain a good relationship with pupils, exercise appropriate authority, and act decisively when necessary |
|  | Be a positive role model and demonstrate consistently the positive behaviour, attitude and values which are expected of pupils |
|  | Have high expectations of behaviour, promoting self-control and independence of all learners |
|  | Carry out playground and other duties as directed by Senior Management |
|  | To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO where necessary to support children with special needs |
|  | To inform the SENCO of any concerns relating to the development of a child |
|  | To inform the Designated Safeguarding Lead of any concerns relating to the safety or well-being of a child |
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| **Team Working, to:** | |
|  | Act as a role model for staff, demonstrating a high quality of teaching, learning and assessment |
|  | Work with colleagues to create a stimulating learning environment for teaching and learning in your key stage |
|  | Participate in relevant meetings/professional development opportunities at school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies |
|  | Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice |
|  | Ensure that Teaching Assistants working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil |
|  | Take part as required in the review, development and management of the activities relating to the curriculum and functions of the school as it grows |
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| **Fulfil Wider Professional Responsibilities, to:** | |
|  | Work collaboratively with others to develop effective professional relationships |
|  | Deploy support staff effectively as appropriate |
|  | Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems |
|  | Make a positive contribution to the wider life and ethos of Brindle Gregson Lane Primary School |
|  | Communicate and co-operate with relevant external bodies |
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| **Administration, to:** | |
|  | Register the attendance of and supervise learners, before, during and at after-school sessions as appropriate |
|  | Participate in and carry out any administrative and organisational tasks as required |
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| **Professional Development:** | |
|  | Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being |
|  | Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school as a result of your appraisal |
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| **Other:** | |
|  | To have professional regard for the ethos, policies and procedures of Brindle Gregson Lane Primary School and maintain high standards in your attendance and punctuality |
|  | Adhere to the expectations set out in the school code of conduct |
|  | To contribute to documents relating to procedures within school and to review such procedures with other teachers |
|  | To liaise with the official agencies concerned with the welfare of children and to inform the named person of any children in need of protection because of abuse or neglect |
|  | To undertake an equal share of playground duties and rota duties for school activities and take part in extra-curricular activities including PTA events |
|  | Actively extend own professional learning via collaborative study, attendance at INSET and reading to keep abreast of new developments |
|  | To attend and participate in planning meetings with colleagues as required |
|  | To pay due attention to work times as detailed in staff conditions policy documents |
|  | To undertake any other task the Headteacher may require which can be deemed reasonable for the efficient running of the school |
| **Note:** | |
|  | This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may be modified either as your contract is altered, or if the school changes in a fundamental way. Nothing will be modified however, without your consultation. |