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| **Buckshaw Primary School** |
| **Experienced Classroom teacher KS2**  **JOB DESCRIPTION**   |  | | --- | | **School Intent**  At Buckshaw we aim to prepare our children for their future by raising aspirations and developing resilience within a happy, safe and caring environment.  **Be Aspirational Be Resilient Be You** |   **Employment details**   |  |  | | --- | --- | | Job title: | Classroom teacher KS2 | | Reports to (job title): | Headteacher/SLT | | Type of position | Full time | | Salary: | Main pay scale |   **Main duties/responsibilities**   |  | | --- | | **General duties** | | Undertaking duties as required in the ‘Teachers’ Standards’ | | Displaying commitment to the ethos and success of the school. | | Contributing to the school’s process of self-evaluation and development. | | Being familiar with the school’s systems, structures, policies and procedures. | | Actively supporting school activities where required, including attending educational trips, extra-curricular activities and parents’ evenings, which may require some out-of-hours availability. | | **Teaching** | | Delivering learning in accordance with the curriculum, national guidelines and the school’s strategy. | | Teaching a class of approximately 30 pupils. | | Planning a varied, balanced and appropriate curriculum which supports the needs of all pupils and ensures all pupils reach their potential. | | Adapting teaching styles to suit all pupils and providing a supportive learning environment. | | Differentiating resources and equipment so lessons can be accessed by all pupils. | | Self-evaluating their teaching to improve effectiveness. | | **Pupil support** | | Carrying out other duties that support pupils’ learning while operating in accordance with the school’s policies and procedures. | | Working as part of a team to evaluate and develop pupils’ learning needs. | | Enforcing the school’s Behaviour Policy through effective classroom management. | | Encouraging pupils to develop and use their creativity and initiative, gain increased independence, and undertake new responsibilities. | | Being familiar with the ‘Special educational needs and disability code of practice: 0 to 25 years’, and supporting pupils with SEND appropriately. | | Understanding the school’s safeguarding procedures and actively promoting pupils’ wellbeing and safety. | | **Monitoring and reporting** | | Being committed to the school’s target setting and monitoring systems for pupil progress. | | Systematically assessing and recording pupils’ academic progress and other areas of their progress, and using the results to inform lesson planning decisions. | | Monitoring pupils’ classwork and homework, providing feedback and setting informed targets. | | Delivering relevant national assessments in line with the relevant frameworks. | | Reporting on individual pupils’ progress to the headteacher and parents, as required. | | **Training** | | Keeping up-to-date with, and remaining knowledgeable about, the requirements of the curriculum and national guidelines. | | Undertaking relevant CPD. | | **Communication** | | Liaising with the curriculum leaders to ensure teaching is delivered in line with school expectations and goals. | | Working with the SENCO to ensure pupils with SEND are appropriately supported. | | Working with the DSL and their deputies to ensure safeguarding is promoted. | | Working with the designated teacher for LAC to support LAC and previously LAC. |   **Person specification**   |  |  |  | | --- | --- | --- | |  | * **Essential** | * **Desirable** | | * **Qualifications and training** | * The successful candidate will: * Have QTS. * Be willing to undertake relevant CPD. | * Relevant professional qualification * First aid training | | * **Experience** | * The successful candidate will: * Have previous experience of working in a school. * Previous experience teaching KS2. * Experience of delivering a high quality, well planned primary curriculum. * Previous experience working in partnership with parents. * Experience working as part of a team. * Experience working with pupils with SEND. | * Experience working with children who have challenging behaviour. * Experience working with children with EAL. * Experience of working with external agencies. | | * **Knowledge and skills** | * The successful candidate will have: * A sound understanding of the primary curriculum. * Excellent behaviour management skills. * Excellent inter-personal skills. * The ability to work as part of a team. * Ability to form and maintain excellent relationships with all members of our school community. * Excellent planning and organisational skills. * Effective oral and written communication skills. * Knowledge of key performance indicators and the ability to use them to monitor progress. * Awareness of the needs of pupils with EAL. * Awareness of the needs of pupils with SEND and those that are able. * An understanding of how a pupil’s learning is affected by their intellectual, emotional and social development, and the stages of child development. * Experience of leading a subject across the primary phase * Excellent written and verbal communication skills * Ability to use ICT effectively within teaching and learning to enhance pupil progress. * Ability to use data, assessment and target setting to impact positively on pupil progress * Willingness to participate in school activities including extracurricular activities and school related community events during evenings and weekends. | * An understanding of the importance of parental involvement. * Curriculum strengths which can be brought to the school which support the School Development Plan priorities. | | * **Personal qualities** | * The successful candidate will: * Be committed to teaching. * Supportive of their colleagues. * Have good attendance and punctuality. * Be proactive in the working environment. * Be enthusiastic and positive. * Be a positive role model. * Be able to accommodate to changes in priorities. * Be able to anticipate workload and plan ahead. * Be able to develop effective relationships with parents. * Be able to encourage and enable others to reach their full potential. | * Self-confidence. * Ability to relate well to other professionals. * A flexible approach. | | * **Other** | * Commitment to safeguarding and protecting the welfare of children and young people. * Commitment to equality and diversity. * Commitment to health and safety. * Commitment to attendance at work. |  | |