



KS2 Teacher Job Description (2025 – 2026)

Job title: Full time temporary KS2 Class Teacher to cover Maternity leave

From 1st September 2025 – 20th July 2026 or upon the return of the postholder from maternity leave whichever is the sooner.

Purpose of the Job

To teach pupils within the school and to carry out other such duties as are reasonably assigned by the Headteacher.

Applicable Contract Terms and Duties

This job description is to be performed in accordance with the Teachers Standards (2012) and with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers duties set out in that document.

Particular Responsibilities

The Class Teacher will,

- teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- maintain the positive ethos and core values of the school, both inside and outside the classroom;
- contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;

Key Tasks (Part A):

The Class Teacher will,:

- implement agreed school policies and guidelines;
- support initiatives decided by the Headteacher and staff;
- plan appropriately to meet the needs of all pupils, through differentiation of tasks;
- be able to set clear targets, based on prior attainment, for pupils' learning;
- provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- report to parents on the development, progress and attainment of pupils;
- maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;
- participate in meetings which relate to the school's curriculum or organisation;
- communicate and co-operate with specialists from outside agencies;

- lead, organise and direct support staff within the classroom;
- participate in the performance management system for the appraisal of their own performance.

Key Tasks (Part B)

Core Purpose of the Subject Leader

To provide professional leadership and management for a subject to secure high-quality teaching and improved standards of learning and achievement for all pupils considering Intent, Implementation and Impact.

- **Intent:** The Curriculum at Deepdale is ambitious and gives all learners the knowledge and cultural capital they need to succeed in life; the curriculum is coherently planned and sequenced; high ambition for all learners; learners study full curriculum.
- **Implementation:** Teachers have good subject knowledge with support from leaders; teachers present subjects clearly and identify misconceptions; taught to remember in the long term; use assessment effectively; environment, resources and materials all conducive to positive learning; rigorous teaching of reading, mentioning reading for pleasure and phonics.
- **Impact:** Effective learning and enjoyment across the curriculum (where relevant, this is reflected in test results; learners ready for next phase in life; learners read widely).

This will be achieved by meeting the following criteria:

Intent:

- To plan and design a subject curriculum that is ambitious and designed to give all learners, the knowledge and cultural capital they need to succeed in life
- To ensure that the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment alongside meeting the National Curriculum/Foundation Stage Curriculum requirements

Implementation:

- To lead sustainable improvement across the school by identifying appropriate areas for development – How can we help our children to achieve high standards?
- To secure high standards of Teaching and Learning in the subject across the school
- To support and guide the practice of others to bring about improvements in Teaching and Learning
- To lead by example through good classroom practice
- To raise the profile of the subject through clubs, competitions and displays etc

Impact:

- To track and be clear about the outcomes for pupils across the school in the subject
- To regularly monitor standards through book-looks and pupil interviews and provide feedback necessary in order for development areas to be addressed and improved on.
- To review the impact of the subject curriculum to ensure that it meets the intent
- To liaise with the Headteacher and SLT on progress within the subject linked to raising standards

Teachers Standards (2012)

PREAMBLE

- Teachers at Deepdale Community 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 are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupil.

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 on 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 subjects(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 and understanding of 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
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- Impart 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 areas(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. Fulfill 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
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well being

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 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 pupils' 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 tolerance of those with different faiths and beliefs
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.