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**Headteacher: Mr J Atherton**

**St. James’ C.E. Primary School, Slater Lane, Leyland, Lancashire, PR26 7SH**

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**Post Title:** Year 1 Class teacher

**Salary Grade:** Teacher Main Pay Scale – M1 toM2 (This post is also suitable for ECT’s)

**Contract Type -** Fixed for 1 year Full Time hours

**Responsible for:** Class teaching

**Accountable to:** The Headteacher

You are required to carry out the general duties of a school teacher as set out in the School

teachers’ Pay and Conditions document and with regard to the Teaching Standards 2014.

In discharging this responsibility you will be expected to work in accordance with the

requirements of the Conditions of Employment of Schoolteachers, having due regard to the

requirements of the National Curriculum in England, the school’s aims, objectives and

schemes of work, and any policies of the governing body.

**Class Teacher Role**

**The teacher will:**

Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay

and Conditions Document. Meet the expectations set out in the Teachers’ Standards

Teachers at Leyland St James’ CE Primary School making the education of their pupils their first

concern, and are accountable for achieving the highest possible standards in work and

conduct.

This job description may be amended at any time following discussion between the

Headteacher and member of staff, and will be reviewed annually.

**Duties and Responsibilities**

**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 of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject;
* Teaching early reading and demonstrate a clear understanding of systematic synthetic phonics;
* Teach early mathematics and demonstrate a clear understanding of appropriate mastery 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 area(s);
* Following the school’s plans, curriculum and schemes of work as required.

**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 of 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 and sanctions 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;
* Work with others on curriculum and pupil development to secure co-ordinated outcomes;
* Collaborate and work with colleagues and other relevant professionals within and beyond the school;
* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision;
* 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;
* Direct and supervise support staff assigned to you, and where appropriate, other teachers;
* Deploy resources delegated to you.

**Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and

professional conduct 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;
* Promoting the safety and wellbeing of pupils;
* Showing tolerance of, and respect for, the rights of others;
* Ensuring that personal beliefs are not expressed in ways which exploit pupil’s vulnerability or might lead them to break the law.

**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 the general statement of our health and

safety policy.

**Safeguarding Commitment:**

Leyland St James CE Primary School is committed to safeguarding and promoting the welfare of children and young people – see policy on school website - and expects all staff and volunteers to share this commitment.

All staff are subject to an initial and updated DBS, an induction period and the guidance on

disqualification by association.

Online safeguarding checks will also be carried out by a member of the office staff for all

shortlisted candidates.

The post is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and any

offer of employment will be subject to satisfactory references and an Enhanced DBS check.