# Classroom Teacher Job Description

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| **School vision – Be the best that you can be!**  **Mission Statement**  At Lostock Hall Community Primary School we endeavour to provide our children with life skills that they will use to shape their future. We will nurture talents and provide secure foundations for learning. Our inclusive curriculum has a clear purpose to enable a progressive learning journey of knowledge, skills and creativity. |

**Employment details**

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| Job title: | Classroom Teacher |
| Reports to (job title): | Headteacher/SLT |
| Type of position | Full time maternity cover temporary from 1st January 2026 |
| Salary: | Main pay scale |

**Main duties/responsibilities**

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| **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**

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|  | **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 KS1. * 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 of delivering Phonics. | * 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. * 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. * Experience of leading a subject across the primary phase. |
| **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 all 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. |  |