



Job Description

Class Teacher

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| Responsible to | The Headteacher |
| Salary | MPS |
| Contract | Full-time fixed term leading to permanent |
| Main base | Unity Community Primary |

Main purpose of the post

To be responsible for the provision of high quality Teaching and Learning, achievement and welfare in the classroom, maximising potential and success for all. To be a role model and raise levels of progress and attainment for all children. To have high expectations of all learners which ensures a high level of attainment and progress. To develop good behaviour and positive attitudes to learning. To nurture effective personal and social development.

To carry out all duties of a school teacher as set out in the current School Teachers Pay and Conditions document and the Professional Standards for Teachers document.

Main duties of the post

Classroom Responsibilities:

1. To ensure high standards of work, attendance and punctuality from pupils, in accordance with agreed school policy and practice.
2. To teach children in the Primary age range, catering for and having particular regard to the ability and the aptitude of children within the class, including the planning, preparation of lessons according to the educational needs of the children and marking of their work.
3. To carry out such particular professional duties from the School Teachers' Pay and Conditions Document as the Headteacher may reasonably direct, which include:
 - Assessment of children
 - Recording and reporting assessments
 - Where appropriate, contributing to the professional development of other staff
 - Activities in the review and development of the curriculum or organisation and pastoral functions of the school
 - Participating in training and professional development
4. To support the school's ethos, aims and curriculum policies in order to promote the welfare, progress and continued development of the school and its children.
5. To organise and monitor the work of pupils (or agreed groups) fulfilling the requirements of the National Curriculum and school policies.
6. To share corporate responsibility for the well being, safety and discipline of all pupils by implementing agreed school policies.
7. To liaise with the SENCO or outside agencies as and when necessary.
8. To develop a stimulating learning environment that will encourage and facilitate children's development.



9. To supervise the work of teaching assistants, students, volunteers and parent helpers.
10. To liaise with parents, providing opportunities for them to discuss and consult about their child's learning and progress.
11. To liaise with outside agencies which may include, other schools, pre-school groups, professional bodies, MAT, training institutions etc (in connection with your curriculum responsibility).

School Responsibilities:

1. To contribute to displays of work in other parts of the school.
2. To take part in directed hours activities – staff meetings, working parties and INSET.
3. To lead a curriculum area. This may include:
 - reporting to the Senior Leadership Team or Governing Body as and when required.
 - collecting, evaluating and monitoring children's work and curriculum delivery.
 - revising policies.
4. To attend whole school events (Christmas and summer fairs, school concerts) as required.
5. To lead a school-wide initiative as required.
6. To participate in Performance Management objective setting and review meetings as required.

General work related expectations

1. To work within the Big Life group's values ethos and vision
2. To contribute to the development of the Big Life group
3. To work in accordance with all policies and procedures of the Big Life group, particularly (but not exclusively) Health and Safety; Information Governance and Safeguarding
4. To commit to own personal development and attend training or development activities as required
5. To work in accordance with all relevant legislation
6. To undergo regular supervision and an annual appraisal



Person Specification

The successful candidate must be able to demonstrate that they meet all of the following points below.

Key: Method of Assessment; A=Application form; I=Interview; O = Observation

| Area | Method of assessment |
|---|----------------------|
| 1.Experience | |
| a. To be a qualified teacher | A |
| b. To have had recent experience of teaching children across the primary age range in the UK | A/I |
| c. To have attended recent, relevant courses or pursued other forms of professional development | A |
| 2. Abilities | |
| a. Be an excellent classroom practitioner | A/I/O |
| b. Communicate effectively in a variety of ways | A/I |
| c. Self evaluate and evaluate progress of others | A/I |
| d. Liaise with relevant staff with regards to class and whole school issues | A/I/O |
| e. Lead, support and motivate staff and children to raise attainment | A/I/O |
| f. Be an effective team player | A/I |
| g. Manage time effectively | A/I |
| h. Promote effective links and build quality relationships with parents/carers, relevant agencies and the local community for the benefit of individual children and the whole school | A/I |
| 3. Knowledge and Understanding | |
| a. Knowledge and understanding of current developments underpinning school organisation and the curriculum | A/I |
| b. Understanding of the needs of groups of children and families who may experience barriers to learning so as to ensure that inclusion is at the heart of educational delivery | A/I/O |
| c. Have a clear working understanding of assessment procedures and practice | A/I/O |
| d. Full understanding of and willingness to implement safeguarding procedures | A/I |
| 4. Work Related Circumstances: Commitment to: | |
| a. The aims, policies and ethos of Unity Community Primary School | A/I |
| b. Working with parents/carers, governors and the local community | A/I |
| c. Good attendance | A |
| d. Undertake further professional development | A |
| e. Consent to undergo appropriate vetting procedures and a satisfactory Disclosure and Barring Service Enhanced check | A |
| 5. Personal | |
| a. Excellent role model | A/O |
| b. Positive and enthusiastic | A/I/O |
| c. Well organised | A/I/O |
| d. Pro-active | A/I/O |
| e. Creative | A/I/O |