

## **Fawbert & Barnard's Primary School**

### **Class Teacher Job description and Person Specification**

#### **JOB DESCRIPTION**

##### **Core purpose:**

To deliver high quality teaching and learning to pupils who are assigned to the postholder.

##### **Main duties:**

All teachers work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. The duties listed below are not, therefore, an exhaustive list of what is required. The postholder is expected to meet the professional standards set out in the DfE's 'Teachers' Standards' document.

- Be responsible for the quality of teaching and learning of all pupils who are assigned to the postholder
- Supervise the work of any support staff who are assigned to work with the postholder's pupils
- Provide leadership across the school in a designated subject or curriculum area (all teachers except Newly Qualified Teachers)
- Contribute actively to the ethos and aims of the school, the current School Development Plan and the policies of the Governing Body
- Actively engage in continuous professional development and Performance Management and take responsibility for own professional development
- Teachers in the upper pay scale are expected to make a substantial and sustained contribution to the school with impact beyond their own class

#### **PERSON SPECIFICATION**

| <b>Requirement</b>   | <b>Essential</b>   | <b>Desirable</b>  |
|----------------------|--|---|
| Qualification        | <ul style="list-style-type: none"><li>• QTS</li></ul>  | <ul style="list-style-type: none"><li>• Good honours degree</li><li>• Evidence of continuing professional development</li><li>• Evidence of further study</li></ul>   |
| Experience           | <ul style="list-style-type: none"><li>• Proven track record of successful teaching (student placement or qualified)</li></ul>  | <ul style="list-style-type: none"><li>• Experience of teaching across the primary age range</li><li>• Experience of successful subject leadership</li></ul>   |
| Knowledge and skills | <ul style="list-style-type: none"><li>• Clear understanding of what is effective learning and teaching</li><li>• Excellent ICT skills and knowledge in teaching, learning &amp; management</li><li>• Excellent subject knowledge across the curriculum</li><li>• Clear knowledge and understanding of assessment and monitoring strategies and ability to implement and evaluate these</li><li>• Commitment to inclusion and equality of access to educational provision for all children</li><li>• An understanding of consistent approaches to behaviour management</li><li>• A high regard for the personal</li></ul> | <ul style="list-style-type: none"><li>• Innovative and creative approach to learning and teaching</li><li>• Knowledge of current approaches to teaching phonics and early reading</li><li>• Evidence of successful provision for SEN and more able pupils</li><li>• Knowledge of one or more of our current initiatives: Values based Education; Growth Mindset and Building Learning Power; Music &amp; Arts, Outdoor learning; Global learning; Zones of Regulation</li></ul> |

| Requirement                       | Essential   | Desirable   |
|-----------------------------------|---|---|
|                                   | development and achievement of each child   |   |
| Leadership and management         | <ul style="list-style-type: none"> <li>• Ability to lead by example and inspire others to achieve positive results</li> <li>• A commitment to high standards of achievement</li> <li>• Ability to build, support, motivate and work collaboratively as part of a high performing team</li> <li>• Commitment to inclusion and equal opportunities</li> </ul>   | <ul style="list-style-type: none"> <li>• A proven ability to raise educational standards</li> <li>• Experience of guiding and supporting colleagues</li> <li>• Experience of leading staff e.g. teaching assistants</li> <li>• Experience of leading a subject</li> <li>• Ability to lead staff meetings effectively</li> </ul> |
| Decision making and organisation  | <ul style="list-style-type: none"> <li>• Excellent administrative and organisational skills</li> <li>• Ability to reflect and think analytically</li> <li>• Creative and able to develop imaginative solutions</li> </ul>   |   |
| Communication                     | <ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Ability to empathise with children, colleagues and parents</li> <li>• Able to communicate clearly and concisely orally and in writing with the whole school community</li> <li>• Able to deal sensitively with individuals and groups to achieve positive outcomes and resolve conflict</li> <li>• Evidence of good working relationships with parents and the wider school community</li> </ul> |   |
| Self-management                   | <ul style="list-style-type: none"> <li>• Highly motivated and well organised person able to manage time effectively to prioritise and to meet deadlines</li> <li>• Evidence of being proactive and highly committed to own professional development</li> </ul>  |   |
| Promoting the welfare of children | <ul style="list-style-type: none"> <li>• A commitment to the protection and safeguarding of young people and an up to date knowledge of Child Protection procedures</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of dealing with sensitive pastoral issues</li> </ul>  |
| Personal qualities                | <ul style="list-style-type: none"> <li>• Strong commitment to school vision and ethos and willingness to be involved in the wider life of the school</li> <li>• Energy and drive to achieve best outcomes</li> <li>• Adaptable and flexible approach</li> <li>• A life-long learner</li> <li>• Respond positively to challenge and change</li> <li>• Ability to inspire children and staff</li> </ul>   | <ul style="list-style-type: none"> <li>• Brings personal interests and enthusiasms to the school community</li> </ul>   |

NQT's are not required to fulfil all the desirables.