



The Alderton Junior School

Job Description for Classroom Teacher – MPS/UPS

Post: Class Teacher

Responsible to: Head Teacher

Grade: Teachers' Main Pay Scale

Purpose:

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of any statutory and recommended frameworks including the National Curriculum, local authority and school policies.

Responsible for: The quality of teaching and learning, achievement and outcomes, personal development, behavior and welfare of a class of pupils.

Scope: Classroom teacher
Following successful completion of induction year, opportunity to lead on an area of curriculum or whole school development.

Main Duties:

You are required to carry out the duties of a teacher as set out in the School Teacher's Pay and Conditions Document and in accordance with the Teachers' Standards and school policy.

These duties include but are not limited to:

1. To take responsibility for the planning and implementation of appropriate work programmes for all children in the designated class, within the framework of statutory and recommended national and school policies.
2. To maintain assessment records and to report on pupils' progress to senior staff and to parents and carers, in accordance with national and school policy.
3. To manage additional adults who are deployed to work with the class and/or specific children with identified needs.

PRINCIPAL ACCOUNTABILITIES

1. To plan, differentiate and mark children's work in accordance with national, LA and school curriculum policies.
2. In collaboration with senior and subject leaders, to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
3. To ensure a close match between the learning experience offered and the individual needs of the children, so that each child has the opportunity to achieve his/her full capability.
4. To ensure that all children, in all contextual groups, make at least good academic progress and outstanding progress wherever possible.
5. To make appropriate educational provision for children with Special Educational Needs and Disabilities (SEND) and those learning English as an Additional Language (EAL), with support, where needed, from the Inclusion Leader and inclusion team.
6. To provide children with opportunities to manage their own learning (e.g. Assessment for Learning) and become independent learners.
7. To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline. Ensuring proactive response to any safeguarding concerns following Safeguarding policy and procedures.
8. To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
9. To maintain a high standard of display both in the classroom and in other areas of the school.
10. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
11. To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
12. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school and national policies.
13. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
14. To ensure that school aims and objectives, in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.

15. To liaise with school based, MAT and other external bodies and support staff as required.
16. To take responsibility for the management of other adults as described in the purpose of this post.
17. To be proactive in undertaking continuous professional learning (CPL) through self-directed reading, courses and in-service training.
18. To become fully conversant with and to promote the skills, attitudes, methods and concepts that are being developed throughout the school as agreed in its aims, giving due regard to new initiatives and the development plan.
19. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
20. As appropriate, to take responsibility for a curriculum subject area, as agreed with the Head Teacher.

KEY ORGANISATIONAL OBJECTIVES

The post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework, Confidentiality Policies and Staff Code of Conduct.
- Commitment and contribution to improving standards for pupils as appropriate
- Take a proactive role in maintaining and developing an ethos of high morale, positivity, problem solving and personal responsibility.
- Contributing to the maintenance of a caring and stimulating environment for pupils

Person Specification

Class teacher



Qualifications

Essential	Desirable
<ul style="list-style-type: none"> • Qualified Teacher Status • Educated to at least degree level or other good professional qualification • Evidence of continuous professional development 	

Experience of

Essential	Desirable
<ul style="list-style-type: none"> • Successful Primary teaching and/or working with children or young people in a similar environment. • Relevant use of ICT within the teaching and learning process to enhance the quality of learning • Achieving personal and professional goals 	<ul style="list-style-type: none"> • Have experience of teaching more than one age group or key stage (inclusive of EYFS/KS3) • Have evidence of outstanding teaching practice • Experience of teaching Year 6 pupils to excellent outcomes

Knowledge of

Essential	Desirable
<ul style="list-style-type: none"> ▪ Child development and how children learn effectively ▪ The theory and practice of providing for the needs of a child/ren, particularly those with SEND or EAL ▪ The statutory requirements of all legislation concerning Equal Opportunities, Health and Safety, SEND and Child Protection ▪ Thorough knowledge of the National Curriculum 2014 for Key Stage 2 ▪ Effective and positive behavior management techniques ▪ The monitoring, assessment, recording and reporting of pupils' progress 	<ul style="list-style-type: none"> ▪ Early years and KS1 curriculum ▪ Transition process from KS1 to KS2 and KS2 to KS3 ▪ End of Key Stage Statutory Assessments (SATs)

Skills

Essential	Desirable
<ul style="list-style-type: none">▪ Outstanding classroom practitioner▪ Have an enthusiasm for teaching and learning▪ Ability to establish positive relationships with children, parents and colleagues.▪ The ability to differentiate appropriately to meet the needs of different abilities▪ Good behaviour management using positive strategies▪ An ability to foster independence in learning▪ Ability to use assessment to improve children's learning and to inform planning and teaching▪ Ability to set SMART targets for pupils▪ Ability to set high standards▪ Seek advice and support when necessary.▪ Communicate effectively both orally and in writing to a variety of audiences.	<ul style="list-style-type: none">• An interest/experience in a specific subject area/areas to lead across the school.• Ability to use outdoor environments effectively, to promote active learning

Qualities

Essential	Desirable
<ul style="list-style-type: none">▪ Honesty, openness and integrity▪ Values and respects the views, needs and rights of children.▪ Energetic, enthusiastic and positive approach▪ A warm and approachable personality▪ Reliable with high personal integrity.▪ A sense of humour.▪ Adaptable to changing circumstances▪ Resilience, good personal and time management ensuring excellent organizational skills to meet prescribed deadlines.▪ Respects and values the different experiences, ideas and backgrounds that others bring.▪ Empathy and understanding for children from vulnerable or disadvantaged backgrounds▪ Ability to work collaboratively, using the skills and expertise of others to good effect▪ Willingness to work within organizational procedures and meet standards required for the role.▪ A commitment to continued personal and professional development and the ability to reflect on and learn from past experiences.▪ Absolute commitment to school ethos and vision	<ul style="list-style-type: none">▪ Willingness to share ideas and personal experience with others▪ Adaptable to changing circumstances