



<b>Post Title:</b>	<b>CLASSROOM TEACHER/ PPA COVER TEACHER</b>
<b>School:</b>	<b>Kelvedon Hatch Community Primary School</b>
The professional duties of teachers, (other than the Headteacher) are set out in the School Teachers Pay & Conditions Document and describes the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder, have been set out below:	
<b>Purpose:</b>	<p>Responsibility for a class and leadership of a subject across the school (on completion of ECT year).</p> <p>Co-ordinating activities relating to the learning needs of individuals within the class:</p> <ul style="list-style-type: none"> <li>• working as a school team to embed and model a pedagogy of a love of learning;</li> <li>• creating a learning culture where all children feel safe, valued and joyful;</li> <li>• supporting children in developing resilience to enable them to effectively and enthusiastically face challenges on their learning journey;</li> <li>• developing, monitoring, reviewing, evaluating effectiveness of and reporting on policy, action plans and practice;</li> <li>• planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment;</li> <li>• when leading a subject, giving guidance, support and encouragement to staff and leading in-service development sessions. If an ECT is recruited, subject leadership will be decided upon after completion of the ECT year.</li> </ul>
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	As well as class responsibility, subject leadership to be decided upon the skills and interests of the candidate. If an ECT is recruited, subject leadership will be decided upon after completion of the ECT year.
<b>Scope:</b>	Classroom teacher Subject co-ordination
<b>Salary/Grade:</b>	Main Scale
<b>MAIN (CORE) DUTIES</b> The Class Teacher will: <ul style="list-style-type: none"> <li>• implement agreed policies and guidelines;</li> <li>• support initiatives decided by the headteacher, staff and governors;</li> <li>• plan for learning that meets the needs of all pupils (we are an inclusive school);</li> <li>• be able to plan for progress (in terms of skill development) during the course of the lesson;</li> <li>• provide a stimulating classroom environment;</li> <li>• keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;</li> <li>• report to parents on the development, progress and attainment of pupils;</li> <li>• promote a positive learning environment where all children are motivated to learn and are confident in taking risks in order to reach the next steps in their development and to follow the school's behaviour policy;</li> <li>• participate in meetings which relate to the school's management, curriculum, administration and organisation;</li> <li>• communicate and co-operate with specialists from outside agencies;</li> </ul>	

- lead, organise and direct support within the classroom in a supportive, positive manner;
  - participate in the performance management system for the appraisal of their own performance and work to meet set targets within each academic year;
  - to continue own professional development through independent reading and research to ensure working knowledge of current practice is up to date.
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## Person Specification

Qualifications & Education	E/D
Qualified Teacher Status	E
Evidence of recent relevant training	E
Evidence of continued professional development	E

Experience, Knowledge and Skills	E/D
Teaching a wide ability range, high achievers and children with learning difficulties	E
Teaching across the primary phase	E
Planning for school improvement and managing a curriculum budget	D
Preparation and administration of statutory National Curriculum tests	D
Building community links	D
Successful leadership of a curriculum subject or area of learning	D
Highly effective lesson planning, assessing, record keeping and reporting	E
Create an attractive, highly stimulating learning environment, taking into account the needs of all children	E
Uses pupil targets and success criteria to promote pupil progress	E
Knowledge of statutory National Curriculum requirements for the EYFS, Key Stage 1 and 2	E
Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety, Inclusion and Child Protection	E
Able to organise and manage time effectively	E
The ability to work as a cohesive team member offering support to colleagues and leading by example	E
High professional skills: reflective, enthusiastic, respectful, confidential, eagerness to learn	E
The ability to establish and maintain good relationships with pupils, staff, parents and governors	E
The ability to use IT effectively to promote good teaching and learning	E
Secure strategies that make learning exciting for children within a nurturing atmosphere	E
Clear written and spoken English to communicate effectively with a range of audiences	E

Personal Attributes	E/D
Resilient, flexible and open to change	E
An ability to stay calm under pressure	E
An ability to think strategically and creatively	E
An ability to solve problems within the framework of the policies in the academy	E
Excellent communication skills (written, oral and presentation)	E
A commitment to safeguarding and promoting the wellbeing of children	E
Ability to contribute and work as part of a team	E
Professional, honest and loyal	E
A commitment to improving the learning, wellbeing and safety of pupils	E
A commitment to equality and inclusion	E
An ability to build and maintain purposeful relationships	E
Open to training to improve professional practice	E
Special Requirements	E/D
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E
Suitability to work with children	E

## KEY

E/D Essential or Desirable