



*Believe Succeed & Grow*

*Hope*

*Trust*

*Friendship*

*Compassion*

*Thankfulness*

St Osyth Church of England Primary School

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**Class Teacher – Job Description**  
**2019**

<b>Job Title</b>	Class Teacher
<b>Grade</b>	Main Scale / Upper Pay Spine
<b>Reports to</b>	Headteacher and Senior Leadership team
<b>Responsible for</b>	The safety and education of a class, as agreed with the Headteacher and the implementation of all school policies.
<b>Liaison with</b>	Headteacher, Deputy Headteacher, Staff, parents, governors and, as necessary, outside agencies.
<b>Job Purpose</b>	To ensure that the provision for all the children in the allocated class is at least good in all areas. To support the school's vision and ethos. To assist the school in implementing its improvement plan.
<b>Duties</b>	The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay & Conditions Document and describe 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>General</b>	To support and assist in the wider life of the school and in participating in meetings and duty rotas as necessary. To actively support the Church School status of the school.



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## **Curriculum Leader – Job Description** **2019**

<b>Job Title</b>	Subject Leader
<b>Grade</b>	Main Scale / Upper Pay Spine
<b>Reports to</b>	Headteacher and Senior Leadership team
<b>Responsible for</b>	The monitoring, evaluation and continual improvement of the subject area.
<b>Liaison with</b>	Headteacher, Deputy Headteacher, Staff, parents, governors and, as necessary, outside agencies.
<b>Job Purpose</b>	To ensure that the subject contributes to the school achieving its vision, fulfilling its statutory duties and providing the best possible provision in relation to the 'Every Child Matters' agenda. To provide leadership which is at least good in the areas concerned.
<b>Duties</b>	To monitor and evaluate the standards of teaching. To monitor and evaluate the standards of learning. To contribute to school self evaluation. To plan and implement improvement work. To write and implement policies. To support and challenge colleagues. To be a model of best practice. To keep up to date with latest developments in education especially the subject. To report to governors when required. To manage the budget for this subject area following best value practice. To work communicate and work effectively with colleagues.
<b>General</b>	To fulfil all the duties, roles and responsibilities as set out in the national teacher's pay and conditions document and the TDA's 'Professional Standards for Teachers' document.

**Person specification for Class Teacher**  
**And Curriculum Area Leader**

<b>Essential Qualification</b>	A DfE recognised teaching qualification
<b>Experience</b>	A successful primary practitioner, with experience of working within at least one school. Have experience of using assessment for learning as a basis for effective teaching and for tracking the progress of children.
<b>Knowledge, Skills and Understanding</b>	The ability to effectively plan, prepare and assess in all areas of the curriculum and for all children. Have the skills, knowledge and desire to use ICT in planning and across the curriculum A secure, working knowledge, of The National Curriculum, EYFS and locally agreed RE syllabus. Have effective classroom management. Be able to implement our whole school approach to learning and teaching. Able to involve parents in the education of their children and in the life of the school generally. An understanding of equal opportunity issues and how they affect all aspects of school life
<b>Communication Skills</b>	Ability to communicate clearly orally and in writing with children, parents, colleagues, governors and other agencies as necessary.
<b>Self Management</b>	Be able to meet deadlines Be able to work to challenging professional goals Take responsibility for one's own professional development
<b>Leadership</b>	An understanding of how to raise standards of teaching and learning across whole school in at least one curriculum area. A commitment to, and understanding of, the philosophies of 'Every Child Matters' and 'Excellence and Enjoyment'. Ability to analyse, interpret and understand relevant information Be able to demonstrate good judgement
<b>Attributes</b>	A commitment to an inclusive classroom A commitment and ability to reflect on current practice, your own and the schools, and develop it in order to raise standards Willingness to extend children's learning through extra curricular activities and other learning outside of the classroom. Be open-minded, adaptable and flexible Have energy, vigour, perseverance and a sense of humour Have a high level of commitment to the school and its continuing development Be reliable, trustworthy and have integrity Have a satisfactory health record Be a team player

## **Pay Scale Progression and Job Descriptions**

### **NQT**

To meet all QTS standards by the end of the NQT year.

Not to lead a club or worship for at least the first two terms of the NQT year

### **Main Scale**

To fulfil class teacher job description as above including securing good progress by at least the large majority of children in their class

To lead worship in accordance with worship plan

To lead at least one club for two terms; after school, each week.

To lead one curriculum area

To mentor a NQT or trainee teacher

### **UPS1:**

To fulfil class teacher job description as above including securing more children making outstanding progress than is expected of main scale teachers

To lead worship in accordance with worship plan

To lead at least one club for three terms; after school, each week.

To lead one curriculum area

To mentor a NQT or trainee teacher

### **UPS2:**

As for UPS1

To lead an area of the school which is greater than one curriculum area. For example, a phase or a core subject.

### **UPS3:**

As for UPS1

To lead an area or areas of the school which is greater than one curriculum area. For example, a phase and a core subject.

### **TLR2 (a)**

The teacher will undertake a sustained significant additional responsibility in the context of this schools staffing structure (and not required of all classroom teachers) for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable.

The significant responsibility will be focused on teaching and learning; requires the exercise of a teacher's professional skills and judgement; requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum; has



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an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and involves leading, developing and enhancing the teaching practice of other staff.

### **TLR2 (b)**

The teacher will undertake a sustained significant additional responsibility in the context of this schools staffing structure (and not required of all classroom teachers) for the purpose of ensuring the continued delivery of high quality teaching and learning and for which the teacher is made accountable. The teacher will hold line management responsibility for a significant number of people. These significant responsibilities may include the development of new initiatives across the school.

The significant responsibility will be focused on teaching and learning; requires the exercise of a teacher's professional skills and judgement; requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum; has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and involves leading, developing and enhancing the teaching practice of other staff.

**If a post holder is employed part-time then the responsibilities and pay will reflect this.**