**Job Description**

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| **Post Title: Class Teacher** | | **Director/Service/Sector: The Federation of Longhorsley and Whalton C of E First Schools** | | **Office Use** |
| **Grade: MPR** | | **Workplace: Longhorsley C of E First School or Whalton C of E First School** | | **JE ref:**  **HRMS ref:** |
| **Responsible to: The Executive Headteacher** | | **Date: Sept 2016** | **Manager Level: Delegated responsibility for TA when working with the class at agreed times.** |
| **Job Purpose: To ensure that pupils are taught effectively, ensuring their welfare and safeguarding, and to contribute to the fulfilment of the aims of the school.**  **The post holder will fulfil the national conditions of service as detailed in the current version of the Teachers’ Pay and Conditions of Service Document and any local conditions of service notified in writing by the local education authority and/or School Governors.** | | | | |
| **Resources** | Staff | A Teaching Assistant is available, part time. | | |
| Finance | | The post holder is not responsible for a financial budget. | | |
| Physical | | Learning resources are available for all classes. | | |
| Clients | | The post holder is responsible for the well- being of the pupils in their care. | | |
| **Duties and key result areas:**   * **Model and promote the schools’ Christian ethos** * **Teach a class of KS1 children to become enthusiastic, resilient and successful learners** * **Evaluate progress and provide appropriate challenge and support for individual learners** * **Provide pastoral care for the class** * **Enable children to make a smooth transfer from the previous class and to the next class** * **Fulfil appropriate administrative functions for the class** * **Liaise positively with other staff across the federation** * **Contribute towards the development of learning throughout the school**   The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. | | | | |
| **Work Arrangements** | | | | |
| * Transport requirements: The post holder will normally work in one school and may occasionally be required to attend courses, mainly in the locality or travel to the other federated school for CPD, Federation days * Working patterns: Fixed term contract for 1 year. NB: For the Maternity leave position, duration to be confirmed. * PPA time is available weekly. (10% x 1.0 FTE + NQT time if appropriate) * Working conditions: The post is school based, with available outdoor learning space. | | | |  |

**PERSON SPECIFICATION The Federation of Longhorsley and Whalton C of E First Schools - Class Teacher**

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| **Post Title:**  Class Teacher | **Director/Service/Sector: The Federation of Longhorsley and Whalton C of E First Schools** | | | Ref: | | |
| **Essential** | **Desirable** | | | | **Assess**  **by** | |
| **Knowledge and Qualifications** | | | | | | |
| * Department for Education recognised qualification * Knowledge of the Primary Curriculum | Level 6 (Graduate Status) | | | | a,o | |
| **Experience** | | | | | | |
| * Teaching experience within the Primary School age range (this may be as a student teacher) * Recent teaching experience within KS 1 * Experience of planning flexibly and creatively to meet the needs of the pupils. * Experience of using a range of assessment strategies, including teacher-pupil, peer and self-assessment. * Recent, appropriate professional development. | | * Experience of mixed age classes * Experience of leading sport activities | | | A,I | |
| **Skills and competencies** | | | | | | |
| * Ability to inspire and develop learning approaches to meet the needs of individual learners. * Ability to evaluate and modify teaching to meet the needs of the pupils * Secure classroom management skills * Secure communication skills * Highly competent in the use of ICT * Be able to work effectively in a team | | * Ability to promote outdoor learning * Technical ability/problem solving with ICT | | | | A,I |
| **Physical, mental and emotional demands** | | | | | | |
| * Has high expectations of children’s achievement, behaviour and attitudes to learning * Has high expectations of self and others * Ability to calmly and flexibly prioritise with regard to the needs of others (pupils, parents, staff, and other stakeholders). * Ability to continually reflect and improve upon own practice in order to achieve excellence | |  | | | | A,I,R |
| **Other** | | | | | | |
| * Able to support the Christian ethos of our schools * Involvement in the wider life of the school * Ability to safeguard and promote the welfare of children * No disclosure about criminal convictions or a safeguarding concern that makes applicant unsuitable for this post | | |  | | | A,I,R |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visit.

**National Qualification Framework**

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

promote access, motivation and achievement in education and training, strengthening international competitiveness

promote lifelong learning by helping people to understand clear progression routes

avoid duplication and overlap of qualifications while making sure all learning needs are covered

promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

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| **National Qualifications Framework** | **Framework for Higher Education Qualification levels (FHEQ)** |
| 8  Specialist awards | D (doctoral)  doctorates |
| 7  Level 7 Diploma  Professional qualifications | M (masters) masters degrees, postgraduate certificates and diplomas |
| 6  Level 6 Diploma  Professional qualifications | H (honours) bachelors degrees, graduate certificates and diplomas |
| 5  Level 5 BTEC HND | I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas |
| 4 Level 4 Certificate | C (certificate) certificates of higher education |
| 3 Level 3 Certificate (OND) Level 3 NVQ  A levels |  |
| 2 Level 2 Diploma  Level 2 NVQ  GCSEs Grades A\*-C |  |
| 1 Level 1 Certificate Level 1 NVQ  GCSEs Grades D-G |  |
| Entry Entry Level Certificate in Adult Literacy |  |

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.