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| **Job Description** | | |
| **Role Title** | **Reports to** | |
| Early Years Foundation Teacher | Headteacher and Governing Body | |
| **JE Code** | **Grade** |  |
|  | Main Pay Scale |  |
| **Purpose of the role (job statement)** | | |
| To carry out the duties of a classroom teacher as set out in the ‘School Teachers Pay and Conditions Document and to meet the core Professional Standards for Teachers contained within the Framework in the STPCD.  To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.    To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has pupils who achieve well.  To take responsibility for promoting and safeguarding the welfare of children within the school | | |
| **Responsibilities** | | |
| **To carry out planning, teaching and class management: to teach allocated pupils by planning their teaching to achieve progression of learning through:-** | | |
| * identifying clear teaching objectives and specifying how they will be taught and assessed; * setting tasks which challenge pupils and ensure high levels of interest; * setting appropriate and demanding expectations; setting clear targets, building on prior attainment; * be aware of and make provision for pupils who are AEN/SEN, very able, LAC or who have other particular individual needs; * providing clear structures for lessons maintaining pace, motivation and challenge; * making effective use of assessment and ensure coverage of programmes of study; * ensuring effective teaching and best use of available time; * Have high expectations of behaviour in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework; using a variety of teaching methods to:   1. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary   2. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions   3. select appropriate learning resources and develop study skills through library, IT and other sources; * ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; * evaluating own teaching critically to improve effectiveness; * ensuring the effective and efficient deployment of classroom support; * liaise with the subject leaders/senior leaders to ensure the implementation of school and curriculum policy and best practice. | | |
| **Monitoring, Assessment, Recording, Reporting:-** | | |
| * assess how well learning objectives have been achieved and use them to improve specific aspects of teaching; * assess and monitor pupils' work and set targets for progress towards achieving age-related expectations; | | |
| * assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving; * undertake assessment of pupils as requested by examination bodies and school procedures; prepare and present informative reports to parents; * undertake assessment of pupils and participate in the school’s system reporting to parents; | | |
| **Curriculum Development:-** | | |
| * contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision; * work with others on curriculum and/or pupil development to secure co-ordinated outcomes. | | |
| **Pastoral Duties:-** | | |
| * promote the general progress and well-being of individual pupils; * contribute to the preparation of action plans and progress files and other reports; * alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved; * communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff; contribute to PSHE and citizenship according to school policy. * be fully supportive of the school’s Christian vision | | |
| **Other Professional Requirements:-** | | |
| * have a working knowledge of teachers' professional duties and legal liabilities; * operate at all times within the stated policies and practices of the school; * know subject(s) or specialism(s) to enable effective teaching in a primary setting; * take account of wider curriculum developments; * establish effective working relationships and set a good example through their presentation and personal and professional conduct; * endeavour to give every child the opportunity to reach their potential and meet high expectations; * co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and pupils; * contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school; * have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality. * take part in marketing and liaison activities such as open evenings, parents evenings and events with partner schools; * take responsibility for own professional development and duties in relation to school policies and practices; * liaise effectively with parents and governors. | | |

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| **Person Specification Main Scale Teacher Primary** | | | |
| **Area** | **Criteria Requirement**  **- E = Essential**  **- D= Desirable**  **- A = Assessment by Application**  **- I = Interview process** |  |  |
| **Skills/Knowledge /Aptitudes** | Knowledge of the National Curriculum    Willingness to keep up to date in subject knowledge and national developments.    Ability to plan and teach effectively using a variety of strategies.  Able to design and teach effective lessons and learning activities across the relevant curriculum, age and ability ranges including personalising learning to meet individual needs.  Excellent interpersonal skills with both adults and children.    Willingness and ability to work as part of a team.    Ability to communicate effectively both verbally and in writing.    Ability to prioritise and organise own work.    Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines.    Knowledge of Health and Safety procedures and their application.    To have a ‘can do’ philosophy    To enjoy working with young people and be committed to safeguarding and child protection    To be flexible, energetic, adaptable and have the ability to use initiative.    To identify and develop opportunities    To carry out professional duties in a positive, helpful and courteous manner.    To have high aspirations and expectations for their pupils and themselves.    Committed to raising standards and continuous improvement.    To be dedicated to the success of the pupils, their teams, the school and themselves. | E    E    E  E  E  E    E    E    E    E    E    E    E    E    E    E    E    E  E | A I    A    AI  AI    I    I    I    I  I  I  I  I  I  I  I  I  I  I  AI |
| **Qualifications and Training** | Qualified Teacher Status    Degree /PGCE or equivalent qualifications    Evidence of CPD  Level 3 Forest School | E    E    E    D | A    A    A  A |

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|  | Be fully supportive of the school’s Christian vision. | E | AI |
| **Experience** | Teaching within the primary subject areas in Key Stage 1 and/or Lower Key Stage 2  Experience of teaching in additional Key Stages. | E  D | AI  AI |
| **Disposition** | Committed to personal development.  Willingness to contribute to other areas of school life. | E    E | I    AI |
| **Conditions of Service** | |  |  |
| Teachers pay and conditions of service | |  |  |

**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.