

Primary Class Teacher Job Description

Job Details

Job title: Primary Class Teacher (covering all year groups EYFS/KS1 and KS2)

Salary: Teachers Main Pay Spine Points 3-6

Contract type: Fixed Term

Hours: Part-time 0.46FTE (inclusive of PPA)

Main Purpose

To be responsible for the effective learning, appropriate achievement and educational, social and personal progress of all pupils, consistent with the aims of the school and the unique needs of each individual learner.

Main responsibilities and duties

MAIN RESPONSIBILITIES

- Be responsible for the learning and achievement of all pupils in the classes, ensuring equality of opportunity for all.
- Achieve the highest possible standards in work and conduct, maintaining accountability for pupil progress.
- Foster relationships rooted in mutual respect, always observing appropriate professional boundaries.
- Collaborate proactively with learners, parents/carers, governors, staff, and external agencies in the best interests of pupils.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Demonstrate a commitment to constructive feedback and act on it swiftly to continuously improve teaching practices and pupil outcomes.
- Work collaboratively with the main class teachers.

Duties and responsibilities:

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions document. At this school the following areas have been highlighted as being of particular importance:

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Promote high standards of literacy and early reading, including systematic synthetic phonics, delivering agreed programs with fidelity.
- Promote high standards of Maths, delivering our small steps mastery programme, making best use of support staff to achieve this in year groups.
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Set and monitor homework and out-of-class activities to reinforce and extend learning.
- Engage with parents/carers to support the child's educational journey, communicating effectively about progress and well-being.
- Participate in professional development and actively contribute to school initiatives.
- Deploy support staff efficiently and effectively, building strong systems of two-way feedback so that the learning is the main priority.
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Maintain an open and responsive attitude to feedback from colleagues, parents, and the school leadership, implementing changes swiftly to enhance the learning environment.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate Class Teacher
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and Christian ethos of the school and within the Trust.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

RELATIONSHIPS:

The Postholder:

- is responsible to the Headteacher in all matters and to the Head of Department in respect of curricular matters;
- interacts on a professional level with all colleagues and seeks to establish and maintain productive relationships with them and in particular with other members of their Department;
- fosters positive relationships with pupils and their parents in order to promote their understanding of their subject in the curriculum and to develop a genuine working partnership in pursuit of the aims of the school;
- attends SLT and Governors' meetings as required for monitoring and accountability purposes;
- safeguards and promotes the welfare of pupils and work with the designated Child Protection Person to:
- Identify and record any child protection concerns
- Contribute information as required for Common Assessment or Multi-Agency meetings
- Act at all times in line with the school's Child Protection procedures and be aware that safeguarding is everyone's responsibility

This job description does not define in detail all duties/responsibilities of the post, which is subject to those detailed in the Statement of Conditions of Employment and will count as directed time as set out in such statement, and as defined by the Headteacher. The Job Description will be reviewed on a regular basis and may be subject to modification or amendment after consultation and agreement with the post holder.

Additional detailed guidance can be found in the School's Classroom Practice Document which is issued to all members of the teaching staff.

Person Specification

Primary Class Teacher



Essential	Desirable
Education and Training: • Educated to degree standard or equivalent or a related teacher qualification. • Recognised Qualified Primary Teacher Status • A commitment to continuing professional development, working to develop professional standards. Skills, Abilities and Knowledge: • Teaching experience with the age range and/or class applying for • Demonstrate success in raising achievement • Strong understanding of the National Curriculum, relevant assessments and national strategies to raise pupil achievement • Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies • Proven success in raising achievement and nurturing child-led learning. • Ability to adapt teaching methods to meet diverse pupil needs, including SEND and EAL learners. • Able to make good use of Assessment for Learning strategies. • A commitment to providing safe, stimulating and innovative lessons. • Excellent ICT skills for personal organisation and to raise standards of learning. • Confident in the use of data, able to provide analysis and measure impact of interventions • Encourage children in developing self-esteem and respect for others • Strong behaviour management skills • Working with pupils with Special Educational Needs • Evidence of parental involvement to improve quality of children's learning • Someone who engages with research and evidence • A demonstrated commitment to and experience in delivering curricula with aims similar to the school's Grow and Flourish Curriculum, with a focus on nurturing, growth and development in early years education. • Passion for early childhood development and dedication to nurturing a creative, engaging learning environment. • Ability to receive and act on feedback promptly, demonstrating a commitment to personal and professional development. Interpersonal Skills:	Education and Training: • A good honours degree • Evidence of further professional development Skills, Abilities and Knowledge: • Curriculum leadership and management • Successful experience working with children from a range of backgrounds and groups with a variety of learning needs • Involvement in monitoring the quality of Teaching and Learning • Ability to contribute to the wider life of the school. • Experience of working in a church school.

• Enjoys teaching and working with young people. • Able to support the wider needs of children. • High quality communication skills with the ability to develop positive relationships with staff, pupils, parents and peers • A team player; able to work effectively with others to develop innovative curriculum design and delivery • Excellent receptive skills to feedback and suggestions, with a pro-active approach to implementing improvements swiftly. Attendance and Health: • A good attendance and punctuality record. Additional Requirements • Clearance through the Disclosure and Barring Service (DBS). • Two supportive work-related references (references from friends or relatives will not be accepted). • Suitable to work alongside children and young people and committed to safeguarding and promoting the welfare of children and young people • Be committed to Quantock Education Trust's ethos • Be committed to continuous improvement and development of Quantock Education Trust • Supportive of the Christian ethos of the school • UPS Teachers must be able to provide evidence of their contribution to wider school life • Shortlisted candidates may be subject to online searches	
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