

Position: - Primary Class Teacher

Job Title:	Primary Class Teacher
Hours:	Full/Part Time
Contract Type:	Permanent
Salary:	Up to £48,000 depending on experience and qualifications.
Responsible to:	Headteacher/Senior Leadership Team/Head of Department

Job Description:

We are looking to appoint an ambitious and ideas driven Primary Class Teacher. The successful candidate will work collaboratively within our team and must be dedicated, passionate and is ready to provide the best learning opportunities for young people.

General Main Duties and Responsibilities:

MAIN PURPOSE:

- To be responsible for achieving the best possible standards in work and conduct, for all pupils in the class.
- To promote and safeguard the welfare of all pupils within the school.

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' and all Teachers job descriptions are linked to the DfE Teachers' Standards 2012. Set high expectations which inspire motivate and challenge pupils
- Teach pupils across the age and ability range
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and take into account analysis of these data
- Prepare, develop and deliver teaching programmes using materials and techniques which will engage and stimulate pupils of all abilities.
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback, reflect on progress and take a responsible and conscientious attitude to their own work and study.
- Promote good progress and outcomes by pupils
- Monitor the personal and social development, health and welfare of each pupil in the class
- Have a thorough knowledge of all pupils in the class through data provided, and contact with pupils, parents and staff colleagues as appropriate
- Be aware of the relevant curriculum for all pupils in the class and monitor the academic progress of pupils through their reports, studies, grades and contact with other teachers.
- Encourage and be aware of the involvement of pupils in the school's extracurricular activities.
- Be aware of pupils' capabilities and prior knowledge. Plan teaching to build on these, demonstrating knowledge and understanding of how pupils learn.
- 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 and to underpin good quality teaching and learning.
- Demonstrate good subject and curriculum knowledge
- Maintain a secure up-to-date knowledge of relevant subject areas through participation in training and development opportunities identified by the school or as an outcome of the appraisal process.
- Deliver the curriculum as relevant to the age and ability of the pupils.
- Set appropriate homework in line with school policy and the homework timetable.

- Support the development the pupils' reading, writing, mathematics and communication skills through the curriculum.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English at all times.
- Plan and teach well-structured lessons
- Contribute to the development of schemes of work.
- Engage in short medium and long term planning of lessons and sequences of lessons.
- Demonstrate a clear understanding of appropriate teaching strategies relevant to the age and abilities within the group.
- Plan and undertake enrichment & extension activities where possible to consolidate and extend the knowledge and understanding pupils have acquired.
- Adapt teaching to respond to the strengths and needs of all pupils
- Monitor the progress of groups to close any gaps between them.
- Teach appropriately differentiated lessons which will enable pupils of lower ability to engage with the subject and learn effectively challenge and stretch pupils of higher ability.
- Make accurate and productive use of assessment
- Use formative and summative assessment opportunities to maximise pupils' progress. □ Use relevant data to monitor progress, set targets, set homework and plan subsequent lessons.
- Manage behaviour effectively to ensure a good and safe learning environment
- Implement whole school strategies to support behaviour for learning.
- Carry out morning afternoon and break time duties as directed.
- Establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively as necessary.
- Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
- Promote and safeguard the welfare of all pupils within the school, raising any concerns in accordance with the school's protocols and procedures.

Primary Class Teacher – Personal Specification:

	Essential:	Desirable:
Qualification:	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree 	<ul style="list-style-type: none"> • Evidence of continuous professional development • NPQML • Ambition to become a middle leader
Skills, Knowledge, Aptitude & Experience:	<ul style="list-style-type: none"> • Exemplary classroom practitioner • Enthusiastic, creative and willing to learn • Excellent communication and interpersonal skills • Takes responsibility for managing own professional development • Contributes to and implements whole school policies. • Participates in and contributes to whole school improvement. • Motivates staff and sets examples of high personal standards • Establishes professional, supportive 	<ul style="list-style-type: none"> • Experience of working in partnership with parents and other professionals • Evidence of continued professional development • Knowledge and experience of EYFS requirements and practice • Teaching

	<p>and appropriate relationships with parents, carers and other professionals.</p> <ul style="list-style-type: none"> • Commitment to the promotion of the Every Child Matters Agenda • Willingness to assist and participate in the wider aspects of school life. • Has a detailed knowledge of the statutory KS1-2 National Curriculum requirements • Ensures curriculum coverage, continuity and progression in the curriculum, for all pupils. • Understands how pupils' learning is affected by their physical, intellectual, emotional and social development • Uses a range of different delivery styles to meet the needs of the learners • Successfully delivers inclusive practice to ensure equal opportunities for all. • Uses assessment effectively to set clear targets for pupil achievement and to inform future learning • Involves pupils in their own assessment and target setting • Has lead off-site educational activities to support learning. • Works well in a team • Able to line manage teaching assistants and to involve them in the planning and assessment of pupils' learning • Selects teaching materials appropriately and makes good use of resources • Uses accommodation to create an effective and stimulating learning environment • Secures a good standard of behaviour in the classroom by establishing appropriate rules and high expectations of behaviour within the context of the school's behaviour policy • Confident ICT user • Knows how to present reports and information to parents and carers • Ensures that the learning environment is safe and that risks are adequately assessed 	<ul style="list-style-type: none"> • Experience of implementing the principles and practices in behaviour management strategies. • Experience of participating in curriculum development. • Experience of leading and managing a subject • Experience of managing support staff in a special school or mainstream school context • Experience of supporting professional development of other staff. • Experience of resource allocation and budget management.
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Physical:	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995 • Ability to undertake manual work and to perform tasks 	
Personal Qualities:	<ul style="list-style-type: none"> • Fulfil wider professional responsibilities • Support the school's Initial Teacher Training activity as appropriate. • Take opportunities to develop professionally and share good practice to develop consistently high standards of teaching and learning. • Work collaboratively with our partner schools to support pupils' transition. • Facilitate the work of support staff to enhance pupils' progress. • Work collaboratively with parents and carers to support pupils' progress. • Support pupils to develop wider key skills • Uphold all school and Creative Education Trust policies. • Attend and actively participate in meetings. • Make a positive contribution to the wider life and ethos of the school. 	

The setting is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. A full-enhanced Disclosure & Barring Service (DBS) and a pre employment health check will be obtained prior employment including satisfactory references checks.

You may contact us at:

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