

JOB DESCRIPTION

TITLE:	CLASS TEACHER
RESPONSIBLE TO:	Headteacher and Governing Body
GRADE:	MPS/UPS

PURPOSE OF POST:

The post holder will be responsible for the daily organisation and management of a class of primary age children and to participate in curriculum development. The teacher will contribute to the School Plan, supporting the ethos, aims and vision of the school.

PRINCIPAL RESPONSIBILITIES:

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake teaching in a designated area of the school.

1. Assist in the whole school, year group and lesson planning which meets the needs of all pupils.
2. Monitor and assess pupil results and progress, ensuring appropriate records have been kept, and use performance data to inform individual pupil, class and year group targets, lesson planning and the preparation of differentiated work, which meets the needs and potential of all pupils.
3. Support the school's pastoral system, within the year group, class and with individual pupils.
4. Contribute to the school's performance management process, coaching and mentoring colleagues and PGCE/ITT students, as required, monitoring some teaching in the curriculum area and the input of class support staff.
5. Contribute to the effective deployment of support staff and resources (ICT and consumables) within the class.
6. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Comply with school policies and procedures in areas such as assessment, marking, behaviour management, and communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings, and parental events.
7. Ensure personal professional development, being up-to-date in national and local developments, participating in whole school and individualised INSET and sharing with others.

DIMENSIONS:

Financial Resources: None

CONTEXT

All staff are part of the whole school team. They are required to support the values and ethos of the school and the Chiltern Learning Trust and the school priorities as defined in the School Development Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy, pressurised environment.

Safeguarding Children

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service. Due to the nature of the job it will be necessary for an Enhanced DBS to be undertaken. It is essential, therefore that in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions, and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of offenders 1974 (Exemptions) (Amendments) Order 1986. Applicants therefore are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

This post is classified as 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.

'CVs will not be accepted for any posts based in schools'

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching in the relevant primary phase	1,2	Experience of the EYFS curriculum	1,2
			Working with children with English as an Additional Language.	1,2
			Using data to inform target setting and planning.	1,2
Skills/Abilities	Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).	1,2		
	Able to use IT to support both the curriculum and work organisation.	1,2		
	Able to work as part of, and contribute to, a whole school, multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching and learning.	1,2		
	Able to identify the necessary resources that ensure high quality teaching and learning.	1,2		
	Able to assess the needs of			

	<p>individuals to inform lesson planning.</p> <p>Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.</p> <p>Able to converse with ease with members of staff/the public and provide effective help or advice in accurate and fluent spoken and written English</p>	<p>1,2,5</p> <p>5</p> <p>1,2,5</p>		
Equality Issues	<p>Demonstrable commitment to inclusive teaching and learning.</p> <p>Awareness of the effects of discrimination on pupils, parents, colleagues and policy.</p>	<p>2,5</p> <p>1,2</p>		
Specialist Knowledge				
Education and Training	<p>Qualified Teacher Status</p> <p>Evidence of ongoing CPD or relevant further training</p>	<p>4</p> <p>1.2</p>		

**1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification
5 = Practical Exercise**

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The postholder will ensure that CLT/school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act
- (iv) Code of Conduct