



# **Bradwell Village School**

*"Be the best version of yourself"*



## **Teacher Specification : Class Teacher**

**Responsible to:** Head of School

**Salary:** Main Pay Range

This job description is based on the DfE Teacher Standards which define the core purpose and functions expected of a good teacher.

### **Main Purpose:**

To be responsible for achieving the highest possible standards in work and conduct for all pupils in the class and to promote and safeguard the welfare of all pupils within the school. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to date and are self-critical; establish positive professional relationships and work with parents in the best interests of their pupils.

### **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. Teachers' work performance will be assessed against the Teachers' Standards as part of the performance management process.

The post holder shall:

### **Set high expectations which inspire motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- establish clear targets that stretch and challenge pupils of all backgrounds, abilities and dispositions and evaluate progress through the use of appropriate assessments and take into account analysis of the data
- prepare, develop and deliver high quality teaching programmes using materials and techniques which will engage and stimulate pupils of all abilities.

### **Promote good progress and outcomes by pupils as a class teacher**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.
- monitor the personal and social development, health and welfare of each pupil in the class
- encourage and be aware of the involvement of pupils in the school's extracurricular activities.
- have a thorough knowledge of all pupils in the class through data provided, and contact with pupils, parents and staff colleagues as appropriate.
- 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**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- plan and undertake enrichment & extension activities to consolidate and extend the knowledge and understanding pupils have acquired.

### **Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Adapt teaching to respond to the strengths and needs of all pupils**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Support the identification of, and provision for pupils with additional educational needs.

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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.
- Teach appropriately adapted lessons which will enable pupils of lower ability to engage with the subject and learn effectively challenge and stretch pupils of higher ability.
- Monitor and analyse the progress of groups to close any gaps between them.
- Maintain your curriculum subject(s) files completing all monitoring.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, 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 involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Implement whole school strategies to support behaviour for learning using praise, sanctions and rewards consistently and fairly.
- Carry out morning afternoon and break time duties as directed.
- 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.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Facilitate the work of support staff to enhance pupils' progress.

- Take responsibility for developing consistently high standards of teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Work collaboratively with our partner schools to support pupils' transition.
- Support pupils to develop wider key skills
- Uphold all school and Federation policies.
- Attend and actively participate/lead in meetings.

### **Personal and professional conduct**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of an` d respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Person Specification:** Class Teacher

This acts a selection criteria and gives an outline of the type of person and characteristics required to do the job.  
Essential: without which the candidate will not be considered.

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified Teacher Status</li><li>• Degree</li></ul>	<ul style="list-style-type: none"><li>• Evidence of continuous professional development</li><li>• Ambition to become a middle leader</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Proven ability as an excellent classroom teacher</li></ul>	<ul style="list-style-type: none"><li>• Experience of teaching at least 2 year groups within Key Stage 2</li></ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"><li>• An understanding of the needs and motivations of children and young people</li><li>• Professional understanding of safeguarding within a school setting</li><li>• A commitment to safeguarding and promoting the welfare of children and young people</li><li>• Clear understanding of KS2 National Curriculum</li><li>• Ability to deliver well planned and stimulating lessons across the curriculum and ability range</li><li>• Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice</li><li>• Knowledge of what constitutes effective teaching and learning including different styles of learning</li><li>• Evidence of good quality planning, organisation, implementation, assessment and record keeping</li><li>• Ability to support all children across all abilities</li><li>• Knowledge of current educational trends and initiatives</li><li>• Knowledge of SEN Code of Practice</li></ul>	<ul style="list-style-type: none"><li>• Specific expertise and enthusiasm for planning and teaching</li><li>• Understanding of strategies and methodologies for quality first teaching</li></ul>
<b>Skills and abilities</b>	<ul style="list-style-type: none"><li>• Ability to use a range of teaching strategies to engage students and support learning</li><li>• Ability to communicate effectively with others</li><li>• Ability to maintain an orderly, attractive and well managed classroom</li><li>• High expectations of pupils to do their very best and make significant progress</li><li>• Ability to help pupils become independent learners</li><li>• Competency in ICT and ability to use ICT across the curriculum</li><li>• Well organised and good communication skills</li><li>• Ability to establish sound professional relationships with children, colleagues, parents and community</li><li>• Willingness and ability to contribute to extracurricular activities</li></ul>	<ul style="list-style-type: none"><li>• Willingness and ability to contribute to whole school development</li><li>•</li></ul>
<b>Equal opportunities</b>	<ul style="list-style-type: none"><li>• Commitment to Inclusion and Diversity</li></ul>	
<b>Personal attributes</b>	<ul style="list-style-type: none"><li>• Adaptability</li><li>• Flexibility</li><li>• Energy, enthusiasm and warmth</li><li>• Hard working</li></ul>	
<b>General</b>	<ul style="list-style-type: none"><li>• To take on any additional responsibilities which might, form time to time, be determined by the Head of School or Executive Headteacher</li></ul>	

