



# Job Description and Person Specification

Human Resources

## CLASS TEACHER

<b>Salary Range:</b>	Teachers pay and conditions (dependent on experience)
<b>Reports to:</b>	Phase Leader/Head of School/Director of Education
<b>Purpose:</b>	To work in partnership with staff, governors, children and their families to ensure that through our work we offer the best life chances and outcomes possible for all our pupils.

### Overall responsibilities

- To teach the school curriculum to a cohort of pupils
- To ensure effective use of assessment that leads to responsive action aimed at filling gaps in knowledge.
- To ensure that teaching and learning practice is supported by the most robust research and evidence.
- To maintain and contribute to the development of the curriculum and champion the school approach to curriculum development and delivery.
- To work as part of the teaching team and, where appropriate, help develop other teaching staff.
- To support very high expectations and standards in all aspects of school life in keeping with the vision for the school.
- To ensure that safeguarding policies and procedures are followed.





## Specific Duties:

- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- In accordance with the Tennyson Learning Community Primary curriculum - plan, deliver and review lessons appropriate to the age and learning stage of the pupil, to facilitate progression in pupil learning
- Ensure that learning goals are challenging and ambitious for all pupils, and that learning is appropriately scaffolded and broken down to enable pupils to experience success.
- To facilitate exceptional progress through the use of effective assessment practice to plan and implement a targeted response to cohort, group and individual learning needs
- Providing pupil feedback and setting clear targets that move learning forward by building on prior learning, including consideration of the key performance indicators for age-related expectations
- Participate in curricular development of specific subjects and/or phases to ensure that the curriculum meets the requirements of further study
- Identify the needs of individuals and groups within the class, or year group, taking note of individual education plans and liaising with the SENCO as required
- Maintaining exceptional standards of behaviour from each pupil in line with the established behaviour management system in the school
- Ensure high levels of attention, participation and well-being, hence stimulating interest in the curriculum
- Establish and maintain positive and productive relationships with pupils parents/carers and colleagues



- Plan and implement opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- Make effective use of assessment data and information to track progress and attainment accurately, in conjunction with colleagues and the phase lead
- Periodically assess how well objectives have been achieved in terms of the key performance indicators for reading including phonics, writing and mathematics, as well as the key performance indicators for in year progression and attainment and use pupil level data and information to improve specific aspects of teaching
- Monitor and assess pupils' work and set targets for progress as directed by the school's assessment systems and calendar
- Keep up-to-date and accurate records detailing pupil achievement, through the school's assessment systems
- To ensure parents are aware of their child's achievement, behaviour and areas for development through both formal and informal systems.
- Collaborate effectively with Key Stage colleagues, subject leaders and senior leaders in pursuing excellence in curriculum delivery together
- Make effective use of other adults, including teaching assistants and volunteers
- Make effective use of resources
- Participate fully in the school coaching and teacher development processes, critically evaluating your own practice in order to keep getting better
- To proactively participate in professional development

### **Other professional requirements:**

- To report any safeguarding concerns immediately to a Designated Safeguarding Lead
- To consistently implement all trust and school policies, including the promotion of equality and diversity
- Have a working knowledge of teachers' professional duties and legal liabilities. Operate at all times within agreed practices of the school with close attention to the school's Staff Handbook and Code of Conduct
- Establish effective working relationships and set a good example through presentation and personal and professional conduct



- Endeavour to give every child the opportunity to reach their potential and meet very high expectations
- Take responsibility for your own professional development and duties in relation to school policies and practices
- Liaise effectively with parents and governors as necessary
- Liaise with other schools regarding transition as necessary

### **Safeguarding**

To be responsible for promoting and safeguarding the welfare of pupils and for raising any concerns in line with school procedures

### **Equality and Diversity**

To be responsible for promoting equality and diversity in line with school policies and procedures

### **Health and Safety**

To be responsible for following Health and Safety requirements in line with school policies and procedures

### **GDPR – Data Protection**

To be responsible for following GDPR requirements in line with School policies and procedures

### **Training and development**

To participate proactively in training and professional development including qualifications required for the job role



## PERSON SPECIFICATION – CLASS TEACHER

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• QTS, or eligibility and willingness to work towards QTS</li> <li>• GCSE in English and mathematics at C grade or better</li> <li>• Undergraduate Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate degree at Upper Second or better</li> <li>• Master's Degree or relevant National Professional Qualification</li> <li>• Evidence of recent professional development in core curriculum for KS 1/2</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching in a primary school</li> <li>• Evidence of collecting and interpreting data outcomes</li> <li>• Understanding of the requirement to teach a wide enriched curriculum in a KS 1/2 setting</li> <li>• Understanding of the importance of phonics teaching and familiarity with or experience of teaching a systematic synthetic phonics programme</li> <li>• Recent experience of liaising with parents and carers informally and formally about progress and attainment and in discussing social and emotional progress or issues that may arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Current experience of teaching KS1 or KS2</li> <li>• Evidence of data outcomes and knowledge of KS 1/2 teaching requirements</li> <li>• Recent experience in teaching a broad and balanced knowledge rich curriculum in a KS 1/2 setting, or extensive understanding of requirements.</li> <li>• Experience of teaching an evidence-based structured linguistic phonics programme e.g. Read, Write, Inc.</li> <li>• An understanding of the latest curricular developments relevant to primary schools</li> <li>• Evidence planning and teaching well-sequenced lessons and assessing through writing moderation and through use of internal assessment systems.</li> </ul>



<b>Competencies</b>	<ul style="list-style-type: none"> <li>• An understanding of theory and practice in providing effective teaching and learning for needs of all children at KS 1/2 age (e.g. classroom organisation and teaching strategies)</li> <li>• Evidence of commitment to continuous professional development</li> <li>• Knowledge of the statutory requirements for monitoring and assessment using standardised scores in tests. Understanding age related expectations and greater depth in reading writing and mathematics</li> <li>• High level of understanding of grammar and punctuation in KS 1/2.</li> <li>• Some recent competency in teaching phonics.</li> <li>• Completely committed to the safeguarding of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Preparation and administration of interim and end of year assessments.</li> <li>• Recent experience of writing moderation at KS 1/2</li> <li>• Understanding of strategies to promote teaching and learning for pupils with a range of learning needs</li> </ul>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Behave and act in line with the Trust Vision and values.</li> <li>• Be committed to the children in the school and their progress and development</li> <li>• Have very high expectations of pupils and their outcomes regardless of background and prior attainment</li> <li>• Be open to feedback on personal and school performance through coaching</li> </ul>	

***"Together in Strength and Partnership"***

For paper copies of this or any of our documents please contact:  
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