



# Primary Job Description



<b>Position:</b>	<b>Primary Class Teacher</b>
<b>Name:</b>	
<b>Relationships:</b>	<p>The post holder is responsible to:</p> <ul style="list-style-type: none"> <li>• The Principal;</li> <li>• ECT Tutor, where appropriate.</li> </ul> <p>The post holder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them and to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.</p>
<b>Hours/days worked:</b>	Full time

## **Purpose / Overall Objective**

- The duties and responsibilities of the post are subject to those detailed in the National Statement of Conditions of Employment and will count as directed time, as defined by that statement and by the Principal.
- This job description has been developed in line with the Framework of Professional Standards for Teachers and should be read in conjunction with them; it assumes the post-holder's observance of these standards, and a commitment to engage in sustained professional development.

## **Key Tasks**

### **Main Duties and Responsibilities**

- To know and work to the statutory requirements of the National Curriculum and non-statutory frameworks as agreed with the Principal and contribute to the development, implementation and evaluation of agreed policies and schemes of work.
- To have high expectations of all children and an up-to-date knowledge and understanding of how to use, evaluate and adapt a range of teaching, learning and behaviour management strategies that will help every child achieve independence and work to their full potential.
- To teach challenging, engaging and well-organised lessons designed to raise levels of attainment, enabling learners to build on prior knowledge, meet learning objectives, apply new knowledge and skills and make sustained progress.
- To provide effective personalised learning by taking practical account of diversity and promoting equality and inclusion, with an understanding of a range of factors that can affect the rate of progress; to support individual learning needs by working collaboratively with colleagues and outside agencies when necessary.
- To know and use a range of assessment procedures, with an appropriate weighting towards formative assessment; to use outcomes to evaluate the impact of teaching on children's' learning, inform future plans, monitor progress, provide feedback and set challenging targets for improvement in order to raise attainment.
- To participate as required in staff meetings, and meetings with colleagues and other professionals as required, working as a team member to share the development of effective practice.
- To participate fully in the Performance Management process and work to achieve the agreed targets, evaluating practice and taking advantage of professional development opportunities as appropriate; to be prepared to adapt practice as necessary, acting on advice and feedback.

### **To maintain an up-to-date knowledge and understanding of the professional duties of teachers and carry them out, including the following\*:**

- Maintain discipline and high standards of conduct and appearance of children through establishing a constructive and positive framework according to school policy;
- Provide a secure and purposeful learning environment that will safeguard and promote the well-being of children according to current national and local requirements;



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- Liaise with the SENDCo and Pastoral Support Leader to ensure that the Emotional, Physical, Social, Behavioural needs are being met for each child. Where a need is identified ensure that the teaching and learning provision in/out of the class is planned for;
- In accordance with school policy, produce planning for effective learning sequences informed by secure subject knowledge, that will achieve progression for all abilities and develop literacy, numeracy, ICT and thinking and learning skills;
- Control and oversee the use and storage of books, stationery, ICT equipment and other teaching materials related to his / her teaching, ensuring that any Health and Safety Regulations are observed;
- Communicate effectively with children to develop their social, emotional and behavioural skills as well as academic potential, and be a source of reference for their problems or be able to guide them to the Pastoral Support Leader;
- Provide frequent communication with parents, families and carers regarding the teaching and learning happening in the class; invite them to share learning where possible; be available at the beginning and end of the day to address any issues or concerns, as appropriate;
- To regularly update the Class Page of the school's website in order to keep parents, families and carers up-to-date and informed;
- Mark registers, ensuring absences and lateness are accounted for, taking appropriate action where they are not;
- Liaise with the school office regarding all bookings, visitors and communications with the community;
- Compile written reports and profiles on children as required;
- Communicate with parents / carers as appropriate, including at parents' evenings, and encourage their participation in the learning process wherever possible;
- Set and mark homework for children to sustain progress and consolidate and extend learning, according to school policy;
- Take and attend assemblies as required and escort the class to assemblies;
- Carry out supervision of children, including playground duties, as detailed by the Principal;
- Use opportunities to extend learning through out-of-school contexts, and organise and provide a variety of after school clubs throughout the year;
- To support the fund raising activities organised by the Fund Raising Group;
- Supervise the work of any Teaching Assistants appropriate to his / her class, ensuring that they are appropriately involved in supporting learning and understand their roles;
- Where appropriate, participate positively in the appraisal system for TAs, monitoring/supporting of student's training in the school and supervision of work experience students;
- To liaise with the Midday Supervisors to ensure that safeguarding needs or concerns are communicated and approached appropriately;
- To provide quality transition for all parents, families and children from one year group to another;
- Undertake any other administrative duties in respect of his / her class as required by the Principal.

(\* N.B. This list does not define in detail all duties / responsibilities of the post)

### **Additional and Subject Leader Responsibilities**

- To have a secure knowledge and understanding of subject areas (both the statutory requirements and non-statutory guidance) and the related pedagogy, with an awareness of their place in the whole curriculum; to keep up to date with recent developments;
- To liaise very closely with the whole school team to plan children development opportunities, raising of standards through quality teaching and learning appropriate to the age, provide support for staff development and Parent expectations;
- To monitor teaching and learning, analyse assessment outcomes and plan for future success and continual raising of standards in the subjects led as appropriate;
- To take responsibility for promoting the subjects throughout Callowell Primary School, e.g. through high quality display, relevant library books, etc.
- To support the planning for the subjects, including identification of suitable opportunities to promote the subject e.g. through visits, visitors, subject days/weeks etc;
- To lead staff meetings in the school with a subject focus as appropriate;
- To attend meetings within the school, Pre-school, Cluster and County as required by the SLT linked to the subject being led;
- To liaise with the Principal, or ECT Tutor where appropriate, on staff and own CPD needs;
- To transmit school needs to outside sources, for example when attending a course, to seek support from



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outside agencies, consultants and other experienced colleagues across the County;

- To implement and monitor the policy and scheme of work and to review and, as appropriate amend it in subsequent years;
- To use any subject-related non-contact time purposefully for developing of the subject area within Callowell Primary School and Pre-School (where appropriate);
- To take responsibility for organising, ordering and monitoring all resources and equipment as needed and as discussed with the SLT;
- To monitor and evaluate children standards and achievement (against annual targets where relevant) and quality of planning, teaching and resources, maintaining a Subject Leader's File, where appropriate, in which evidence relating to the subject is filed; to report to the Principal, Senior Leadership Team and Governors on this area in line with the School Development Plan and curriculum review cycle;
- To work within the school team to provide appropriate playground and other outdoor space activities that link with the subjects.

### **Other**

- Will be required to work in any part of the establishment using safe working practices at all times;
- Duties may vary from time to time, for example to allow for School events;
- To comply with the requirements of the Health & Safety at Work Regulations;
- To take reasonable care for the Health and Safety of self and for others affected by the work and to co-operate with the employer in ensuring that Health & Safety responsibilities are carried out.

### **Development**

- To undertake training as required and agreed with the Principal or ECT Tutor as appropriate;
- Participate in the Performance Review Cycle.

### **Additional Duties**

- To have due regard for safeguarding and promoting the welfare of children and to follow child protection procedures;
- To know and implement school policies;
- To maintain the confidentiality of all the School's records relating to staff and children, in line with the latest requirements of the Data Protection Act and the Freedom of Information Act;
- To contribute to the school ethos by helping to maintain good order, appearance and discipline of all children within and beyond the classroom;
- To participate in meetings with colleagues relative to the post;
- Undertake other tasks as reasonably requested by the Principal or Operations Manager.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Compiled by:	Revision Number
Approved by:	Revision Date    __/__/__

Signed: .....

Signed: ..... Principal

Date: .....



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PERSON SPECIFICATION	Essential	Desirable
<b>Educational Qualifications:</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status,</li> <li>• Evidence of participation in relevant CPD,</li> <li>• A strong commitment to further professional development,</li> <li>• Recent safeguarding training.</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional qualifications relevant to primary age range.</li> </ul>
<b>Knowledge and Skills:</b>	<ul style="list-style-type: none"> <li>• Relevant key stage teaching experience,</li> <li>• Experience of reporting to groups of stakeholders,</li> <li>• Experience of using assessment, both formative and summative, to inform planning,</li> <li>• Experience of working as a team member to improve teaching and learning,</li> <li>• Ability to use data to plan for further improvement across the school,</li> <li>• Proven ability to plan and provide learning opportunities that broaden and deepen children knowledge and understanding,</li> <li>• Proven ability to meet the needs of all children so that they make at least good progress from their own starting point,</li> <li>• Exceptional behaviour management,</li> <li>• Knowledge and understanding of requirements of the National Curriculum 2014,</li> <li>• Understanding of requirements for assessment at the end of Key Stage 1 &amp; 2,</li> <li>• Knowledge of current educational developments on a national and local level,</li> <li>• Understanding of the requirements for children with SEND,</li> <li>• A good knowledge, understanding and application of assessment and children progress tracking,</li> <li>• To have high standards of all children, self and colleagues,</li> <li>• Sound understanding of the principles and practices of Formative Assessment,</li> <li>• To be fully involved in the development of the whole school,</li> <li>• Knowledge of general safeguarding procedures and expectations or professional conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching and learning in KS1 &amp; KS2,</li> <li>• Experience of using ICT and VLE to enhance learning opportunities,</li> <li>• Ability to lead a core subject,</li> <li>• A broad knowledge and understanding of the local &amp; national developments and how they impact on standards and good practice.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Meticulous attention to detail,</li> <li>• A commitment to improving own practice,</li> <li>• Flexible and adaptable,</li> <li>• Personal initiative,</li> <li>• Reliable,</li> <li>• Good attendance record,</li> <li>• Able to work well within, and contribute to a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Resilient,</li> <li>• Demonstration of an ability to handle conflicting demands effectively.</li> </ul>



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<b>Professional Attributes</b>	<ul style="list-style-type: none"><li>• A high level of organisational skills,</li><li>• Excellent inter-personal and communication skills,</li><li>• A belief that Every Child Matters,</li><li>• Evidence of and commitment to continuing and relevant professional development.</li></ul>	
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