Wroxall Primary School

Class Teacher Job Description

Employment Details

Job title:	Class Teacher
Reports to (job title):	Headteacher Tara Hopkinson
Hours of work:	Full time
Level and scale point:	MPS

Main Duties / Responsibilities

General
Fully support the vision, ethos and policies of the school.
Act with honesty and integrity.
Have strong subject knowledge, regularly ensuring this knowledge is up-to-date.
Help to ensure the school, the people and resources within it are working to provide an efficient, effective and safe learning environment.
Make sure achievements and contributions to the school are substantial and sustained.
Promote collaboration and work effectively as a team member.
Make a distinctive contribution to raising standards across the school
Contribute to implementing school policies and processes.
Promote collective responsibility for policy implementation.
Work with families in the best interest of the children.
Be aware of and carry out the duties/expectations outlined in the DfE's statutory School Teachers' Pay and Conditions Document 2016 guidance in your role as class teacher.
Take on additional responsibilities, including foundation subject leadership, as required by the Headteacher.
Ensure that health and safety procedures are followed.
Monitor and, if necessary, seek to address teaching standards for support staff within the classroom.
Conduct administration and supervisory duties around classroom management.

Teaching and development
Act as a role model for children and staff through high-quality teaching and learning, regularly demonstrating expertise.
Maintain high standards of teaching and learning at all times and for all children.
Be flexible, creative and adept at implementing teaching methods within lessons that are effective and consistently well-matched to learning intentions and the needs of all children
Integrate recent developments, including those relating to subject and curriculum knowledge, into lessons.
Use PPA time effectively for the enhancement of teaching and learning.
Be consistent in demonstrating teaching skills that lead to children achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners nationally.
Have knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.
Demonstrate an understanding of how to personalise learning, in order to provide opportunities for children and maximise their learning potential.
Have a good knowledge of the assessment arrangements and requirements for curriculum areas, including those relating to standard assessments.
Have an up-to-date knowledge and understanding of the range of assessments and specifications, and their suitability for meeting the needs of children
Have a well-developed knowledge of curriculum and subject areas, including how learning progresses within them.
Have sufficient depth of knowledge and training to be vigilant with Safeguarding and welfare concerns and the need for robust practise.
When setting homework, ensure that it is engaging and consolidates and extends the knowledge of pupils, in line with the school's homework policy.
Adapt teaching methods to meet the needs of individual children. Consistently demonstrate an assessment for learning (AfL) approach by using formative and summative assessment as an integral part of the teaching, learning and planning cycle.
Demonstrate an ability to effectively engage with children who have English as an additional language (EAL).
Demonstrate an ability to effectively engage with and appropriately cater for children who are identified as having SEND and those who are in receipt of PPG funding.
Have a desire to lead on improving outcomes for children across the school through modelling and supporting the development of inclusive strategies as a whole school approach.
Evaluate lesson plans daily following lessons/assessments using an AfL approach.
Actively encourage children to discuss their learning experiences, gather feedback on lessons and plan teaching methods and lesson structure accordingly.
Use learning support assistants effectively, to meet the needs of pupils and to support curriculum delivery.

Person Specification

	Essential	Desirable	Evidenced through A/I/O/R
Qualifications	● Qualified teacher status (QTS). ● A degree qualification**.** ● Willingness to undertake CPD.	● First-aid certificate ● Evidence of further professional development.	A
Experience	The successful candidate will have experience of: ● Up to date teaching in Primary School ● Working with all children, including more able and those with SEND. ● Experience of using assessment for learning successfully (AfL). ● Demonstrable professional regard for the ethos, policies and practices of the school in which they teach, having maintained high standards. ● Up to date knowledge of the National Curriculum, Relationships, Sex and Health Education guidance. ● Up to date knowledge of safeguarding legislation.	● Experience leading a subject area ● Experience of leading Phonics / English, PSHE ● Indications that their pupils have been achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally	A/I/O

Skills	The successful candidate will have the ability to: ● Create a stimulating, challenging and purposeful learning environment. ● Effectively respond to challenges, e.g. support and manage challenging behaviour. ● Uphold high standards, both of themselves and of the children – always looking to progress and develop. ● Participate in and contribute towards strategies to support staff development. ● Manage conflicting demands by prioritising according to need and timescale/ deadlines. ● Display positive interpersonal skills as a team member and maintain positive working relationships across the whole school. ● Understand how children's learning is affected by their personal, emotional and social development and the different stages of child development. ● Sound understanding of the Primary Curriculum.	● Able to attend and contribute towards the organisation of meetings/training in order to improve staff development and outcomes for children ● Work effectively with Governors and families. ● Ability to motivate colleagues	A/R/O

Personal Qualities	The successful candidate will have: ● An enhanced DBS certificate and barred list check. ● An excellent attendance and punctuality record. ● Excellent verbal and written communication skills. ● Excellent time management and organisation. ● High expectations of self and professional standards. ● A commitment to CPD. ● The ability to work as both part of a team and independently. ● The ability to maintain successful working relationships with other colleagues. ● The ability to plan and resource effective interventions to meet curricular objectives. ● High levels of drive, energy and integrity. The successful candidate will be: ● Committed to the value and promotion of inclusion across the school. ● Dedicated to promoting their professional development, and that of others. ● Able to consistently promote good behaviour. ● Committed to contributing to the wider school and its community. ● Able to effectively promote the school's ethos and vision. ● Professionally assertive and clear thinking. ● Able to attend meetings when required, in addition to managing a demanding workload.		A/I/R/O

Key: A= Application I=Interview R=References O=Observation