



JOB DESCRIPTION

Job Title: **Class Teacher**

Location: **Bankside Primary School**

AREAS OF RESPONSIBILITY AND KEY TASKS

A PLANNING, TEACHING AND CLASS MANAGEMENT, TO:

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Identifying SEN or very able pupils and adapt QFT planning and delivery to meet their needs through appropriate differentiation.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Make effective use of assessment and ensure coverage of programmes of study.
- Ensure effective teaching and best use of available time.
- Monitor and intervene to ensure sound learning and discipline.

- use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught and at the capability of each individual learner.
- Evaluate their own teaching critically to improve effectiveness.
- Use the principles of co-operative learning to develop effective practice.
- Encourage children to talk about their learning and develop high standards in oral presentation.

- Take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy.
- Encourage pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively.
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- Manage parents and other adults in the classroom.

B MONITORING, ASSESSMENT, RECORDING, REPORTING TO:

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work and set targets for progress.
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Prepare and present informative reports to parents.

C OTHER PROFESSIONAL REQUIREMENTS - TO:

- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take responsibility for their own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents, governors and staff.
- To ensure the curriculum reflects the multicultural heritage and diversity of our pupils and the wider school community.
- Share the responsibility of implementing and promoting the School's Safeguarding Policy and Equality Policy.
- In addition to the specific duties above, the class teacher will carry out the professional duties and responsibilities of a teacher set out in the DFE Teachers' Standards document.
- Take on any additional responsibilities which might from time to time be determined necessary.

2. CONSULTATION

In carrying out these duties, to consult, where appropriate, with the relevant senior leader, the staff in school, parents and carers, pupils and the wider community.

THIS POST IS SUBJECT TO AN ENHANCED DISCLOSURE AND WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED – AND WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE

Bankside Primary School
Classroom Teacher - Person Specification

Key Qualities (E = Essential; D= Desirable)	E	D	How we will know
<i>A=application form R=Reference SP=Selection Process</i>			
EXPERIENCE/QUALIFICATIONS			
<ul style="list-style-type: none"> • Qualified Teacher Status 	✓		A/SP
<ul style="list-style-type: none"> • Good Honours degree 	✓		A
<ul style="list-style-type: none"> • Successful Teaching experience across Primary Phase 	✓		A/R
<ul style="list-style-type: none"> • Knowledge of current education practice and issues 		✓	A/SP
SKILLS AND KNOWLEDGE:			
<ul style="list-style-type: none"> • To be an excellent classroom practitioner 	✓		R/SP
<ul style="list-style-type: none"> • To be able to express ideas clearly to a range of stakeholders (including parents) 	✓		SP
<ul style="list-style-type: none"> • Proven ability to develop positive relationships with parents, governors and staff as part of a team 	✓		A/R/SP
<ul style="list-style-type: none"> • To plan, effectively deploy and evaluate work undertaken by support staff in the classroom 	✓		A/SP
<ul style="list-style-type: none"> • Knowledge of strategies to support children with a range of needs and proven ability to plan and teach learning to support the varying needs in a primary classroom. 	✓		A/SP/R
<ul style="list-style-type: none"> • Knowledge of a range of effective assessment practices to support learning and development in children 	✓		A/SP
<ul style="list-style-type: none"> • Knowledge and experience of strategies to support children as developing/fluent readers, including early phonics skills 	✓		A/SP
<ul style="list-style-type: none"> • To be able to plan, differentiate and deliver lessons to children with a range of learning styles and promote independent learning 	✓		A/SP
<ul style="list-style-type: none"> • To be able to use different forms of assessment, recording and reporting of pupils' attainment and progress 	✓		A/SP
<ul style="list-style-type: none"> • Ability to use ICT effectively to support all aspects of children's learning and professional duties 	✓		A/SP
<ul style="list-style-type: none"> • Evidence of sharing in and contributing to the wider life of a school 		✓	SP/R
<ul style="list-style-type: none"> • Ability to develop the classroom learning environment to support learning 	✓		SP
<ul style="list-style-type: none"> • Ability to relate to and empathise with all pupils and develop kind and effective relationships to promote effective learning for all 	✓		A/SP
PERSONAL QUALITIES:			
<ul style="list-style-type: none"> • Excellent level of personal organisation 	✓		R / SP
<ul style="list-style-type: none"> • Flexible, enthusiastic and positive approach 	✓		R
<ul style="list-style-type: none"> • Aspirational practitioner committed to personal CPD 	✓		A SP
<ul style="list-style-type: none"> • Good and appropriate sense of humour 	✓		R / SP
<ul style="list-style-type: none"> • Commitment to equal opportunities 	✓		A/SP
<ul style="list-style-type: none"> • Open minded and receptive to new ideas, approaches and challenges 	✓		R
<ul style="list-style-type: none"> • Ability to use own initiative and motivate others 	✓		SP
<ul style="list-style-type: none"> • Knowledge of safeguarding procedures 	✓		SP

Remember to include all the relevant information required in the 'A' application category in your supporting statement; this will help secure your place on the shortlist. Good luck!