



The Laurels Primary School Class Teacher

JOB DESCRIPTION

What is the purpose of the role?

- ◆ To carry out, as directed by the headteacher, the professional duties of a main scale teacher and in accordance with the school's policies.
- ◆ Be responsible for safeguarding and prioritising the welfare of children.
- ◆ To support the school in meeting the targets of the school improvement plan.
- ◆ Responsible to the Key Stage Leader and Headteacher
- ◆ Responsible for Support Staff

What are the role particulars?

- ◆ DMAT M1-M6. To be paid other than at M1/NQT you will need to provide evidence that meets our criteria.
- ◆ Accountable to the Headteacher. The Headteacher may, from time to time, ask the post-holder to perform additional reasonable activities and responsibilities appropriate for someone at this level.
- ◆ This specification and the duties within it will be reviewed annually with your line manager and Headteacher.

Key Responsibilities, Planning, Teaching and Management

To demonstrate good classroom practice, expecting and maintaining high standards.

Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of learning and home-learning

To contribute to long and medium term planning as part of year and phase group team.

To plan, prepare and teach good quality lessons which meet the full range of pupils learning needs within a class.

To organise and maintain an orderly, stimulating and creative classroom environment.

To mark and assess pupils' work in accordance with the school marking and feedback policy and record assessments as directed.

Make effective use of assessment to fill gaps and enable pupils to make accelerated progress

To liaise with parents to involve and inform them on the progress and achievement of their children.

To liaise with key staff – SENCo, Key Stage Leader to ensure that targeted pupils benefit from a coordinated programme of support.

To contribute to the preparation, implementation, monitoring and review of individual Learning Plans, in collaboration with the SENCo and support staff.

Use a variety of teaching methods to:

- ◆ Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- ◆ Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- ◆ Select appropriate learning resources and develop study skills through library, I.T. and other sources
- ◆ Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught in line with the National Curriculum requirements.
- ◆ Evaluating own teaching critically to improve effectiveness
- ◆ Ensuring the effective and efficient deployment of classroom support
- ◆ Taking account of pupils' needs by providing structured learning
- ◆ Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

Monitoring, Assessment, Recording, Reporting

- ◆ Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- ◆ Mark, feedback 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

Other Professional Requirements

- ◆ Have a working knowledge of the teachers' professional duties as set out in the current School Teachers' Pay and Conditions document
- ◆ Understand teachers' legal liabilities and responsibilities
- ◆ Establish effective working relationships with professional colleagues
- ◆ Set a good example to the pupils you teach through your presentation, personal and professional conduct.
- ◆ Are committed to ensuring that every pupil is given the opportunity to achieve
- ◆ Take responsibility for your own professional development
- ◆ Take professional responsibilities in relation to school policies and procedures
- ◆ Liaise effectively with parents and carers and other agencies
- ◆ Are aware of the role and purpose of the school governing body
- ◆ Take an active part in curriculum and enrichment development in the school
- ◆ Build a positive and effective relationship with your class and parents
- ◆ Take an appropriate share in the developmental and routine administrative work of the school
- ◆ Benefit from, and respond to, a supporting staff development policy whether or not you are a Newly Qualified Teacher

To undertake other duties as the Headteacher may reasonably direct.

Person Specification

	Essential Criteria	Desirable criteria
Qualifications, Training and Experience	<ul style="list-style-type: none"> • Qualified teacher status • Experience of teaching the primary curriculum 	<ul style="list-style-type: none"> • Evidence of ongoing personal professional development
Professional Knowledge and Understanding	<p>A sound understanding of:</p> <ul style="list-style-type: none"> • How children learn • What constitutes excellent classroom practice needed to promote high quality teaching and learning • The educational needs of the primary age range • Approaches to planning, assessing, monitoring and evaluating the curriculum • Provision for high (& very high) attaining children and for those with special educational needs and/or disabilities • The importance of forming and maintaining appropriate relationships and personal boundaries with children 	<ul style="list-style-type: none"> • Have an up to date knowledge of current teaching and wider curriculum developments
Teaching Skills	<ul style="list-style-type: none"> • Excellent teaching skills with high expectations of self and pupils, with evidence of teaching at a Good+ level • A reflective and creative practitioner • Ability to use a range of teaching styles and strategies to ensure high levels of pupil learning and achievement • Ability to motivate and enthuse all pupils so they make at least good progress • Ability to ensure full inclusion of all pupils • Excellent English, Mathematics, & IT competence, knowledge & skills 	<ul style="list-style-type: none"> • Experience of making a significant impact and progress in children's learning • Ability to positively influence the practice of others • Evidence of teaching at an Outstanding level • Knowledge of the importance of schemata and its role in helping pupils learn
Communication and Team Working	<ul style="list-style-type: none"> • Communicate effectively in speech and in writing when working with children, and when communicating with parents, other staff and governors where appropriate • Able to inspire trust and confidence amongst others • Able to work effectively as a member of a team 	<ul style="list-style-type: none"> • Experience of working within a team, & evidence of effectiveness
Management and Organisation	<ul style="list-style-type: none"> • Ability to prioritise and meet whole school deadlines • Ability to plan and organise effectively to meet the needs of children • Involvement in & provision of out-of-school activities 	<ul style="list-style-type: none"> • Awareness of & commitment to links between the school and local community
Professional Qualities	<ul style="list-style-type: none"> • Have the confidence to act upon one's own initiative and to be proactive • Confidently and calmly deal with a range of situations employing diplomacy and confidentiality, when appropriate • Recognise when to seek advice and support where necessary. • Commitment to equal opportunities for all pupils and staff 	<ul style="list-style-type: none"> • Ability to think creatively and to be able to anticipate and solve problems
Personal Qualities	<ul style="list-style-type: none"> • A commitment to putting children first • Enthusiastic, resilient and positive thinking • Open-minded to change • Hard-working and able to keep to deadlines • A real team player 	