

Job Description

Classroom Teacher

Key Stage 2

Post Title:	Teacher Key Stage 2
Base:	Stamford Bridge Primary School
Salary:	Main Scale 1-6
Line Management:	Headteacher
Contract:	32.5 Hours per week, Monday to Friday, Permanent contract

Core Purpose:
<ul style="list-style-type: none"> To plan and deliver challenging and well organised lessons, and sequences of lessons, in a safe and stimulating learning environment, across the age and ability range. To assess and report on learners' progress.

Duties & Responsibilities:
<p>Key responsibilities:</p> <p>Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> Establish a safe and stimulating environment for pupils, rooted in mutual respect. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. <p>Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these Guide pupils to reflect needs on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching Encourage pupils to take a responsible and conscientious attitude to their own work and study <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively

- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being
- Take responsibility for a subject area (after NQT year)

Personal and Professional conduct

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- To have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- To show tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Any other duties commensurate with the general level of responsibility of the post that the Headteacher may from time to time ask the post-holder to perform.

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications			
Qualified primary teacher with experience of Key Stage 1 or Key Stage 2	X		A/C
Experience			
Experience of working successfully and co-operatively as a part of a team	X		A/I
Excellent behaviour management skills	X		A/I
Recent and relevant experience of working in Key Stage 1 or Key Stage 2	X		A/I
Demonstrable experience of teaching phonics, early reading and maths mastery	X		A/I
Skills and abilities			
A thorough knowledge of the National Curriculum	X		A/I/R
Understanding of current research into teaching and learning		X	A/I/R
Ability to communicate effectively in a variety of situations	X		A/I/R
Commitment to work as part of a team	X		A/I

Job Description

Evidence of involvement in assessment, targeting, recording and reporting	X		A/I
Ability to use data to impact on progress	X		A/I
Classroom Management			
Well-organised and managed classroom where children are independent learners	X		A/I
Insistence on high standards and expectations of children	X		A/I
A creative and exciting learning environment, where children's work is well-displayed	X		A/I
Work planned to a high standard and regular assessment of children's achievements carried out	X		A/I
An understanding of differentiation in learning activities	X		A/I
Experience of effectively planning for other adults in the classroom	X		A/I
Personal Qualities and Values			
Commitment to the Trust's ethos and values	X		A/I
Enthusiasm and passion for teaching	X		A/I
An aspiring leader, keen to develop their knowledge and experience of school leadership		X	A/I
Flexible, able to cope with change	X		A/I
Warm, enthusiastic, reliable	X		A/I
Excellent communication and interpersonal skills	X		A/I
Willingness to take a full part in the life of the school	X		A/I
Able to reflect on own teaching and professional development	X		A/I
Willingness to lead extra-curricular activities	X		A/I
The ability to support and motivate colleagues	X		A/I
Ambition	X		A/I
Good attendance and work ethic	X		A/I
To have a sense of humour and an ability to keep things in perspective	X		A/I
Commitment to safeguarding and equality at all times	X		A/I
Safeguarding			
An up-to-date knowledge of child protection procedures and commitment to safeguarding pupils	X		A/R/I
A commitment to safeguarding and promoting the welfare of children and young people	X		A/R/I

A= Application; C = Certificate; R = Reference; I = Interview

Note - This person specification is not necessarily a comprehensive definition of the post. It may be subject to modification and amendment after consultation with the post-holder.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.