

Job Description

Post Title: Class teacher - Shared role

Location: Elements Primary School

Reporting to: Executive Principal

Salary: MPS 0.4 FTE

Purpose of the Role

To be responsible for carrying out the duties set out in the Teachers' Pay and Conditions Document, as directed by the Executive Principal.

Consultation

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

In relation to the statutory requirements

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

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 and participation;
- setting appropriate and demanding expectations with a clear appreciation for national expectations by the end of KS1/KS2;
- setting clear targets, building on prior attainment and communicating clearly with pupils, support staff, other teachers in the setting and parents;
- identifying vulnerable pupil groups (SEN, EAL, FSM, HA pupils) and taking a pro-active approach to ensure accelerated progress;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- monitoring and developing effective intervention to ensure good learning and pupil progress;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating their own teaching critically to improve effectiveness and respond positively to lesson observation feedback and suggestions for further development;
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- making effective use of additional adults in the classroom to support learning;
- using 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;

- o select appropriate learning resources and develop study skills through books, visual props, audio visual clips, I.C.T. and other sources.

B Monitoring, Assessment, Recording, Reporting – To:

- assess how well learning objectives have been achieved and use formative assessment to tailor specific aspects of teaching to secure learning;
- mark and monitor pupils' work daily and set and communicate 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:

- have a working knowledge of teachers' professional duties and legal liabilities;
- 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 co-ordinate 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 and governors;
- take on any additional responsibilities which might from time to time be determined;
- engage in collaborative working with colleagues and actively embrace opportunities for further professional development.

Standard Duties in all Trust Job Description

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as required.

Method of Working

The Wellspring Academy Trust expects all staff to work effectively and co-operatively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guidelines, policies and procedures. Wellspring Team members are expected to respect confidentiality and safeguarding practices at all times.

Public Relations

Considerable importance is attached to the public relations aspect of our work. Members of the Team must project a positive image of the Trust at all times and through all activity.

DBS Certificate

The Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously.

All Wellspring Team Members are required to undertake a Disclosure and Barring Service (DBS) check.

Class Teacher Person Specification

Section	Information	Essential / Desirable	How Identified
Education and Training			
	<ul style="list-style-type: none"> ● Qualified Teacher Status. ● Teaching qualification recognized by the DfES. 	<p>Essential</p> <p>Essential</p>	<p>Application/ Interview</p> <p>Application/ Interview</p>
Experience			
	<ul style="list-style-type: none"> ● Evidence of successful teaching. ● Evidence of successful experience of: <ul style="list-style-type: none"> ○ teaching pupils in KS1 or KS2, ○ teaching a number of subjects of the National Curriculum ● Skills in using ICT. ● Successful experience of: <ul style="list-style-type: none"> ○ Specialist teaching in one of the core subjects. ○ Leading extra-curricular activities. ○ Evidence of successful experience of co-ordination of a subject across the primary range. 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>Application/ Interview/ References</p> <p>Application/ Interview/ References</p> <p>Application/ Interview/ References</p> <p>Application/ Interview/ References</p> <p>Application/ Interview/ References</p> <p>Application/ Interview/ References</p>
General and Specialist Knowledge			
	<ul style="list-style-type: none"> ● Knowledge of: <ul style="list-style-type: none"> ○ Curriculum planning. ○ National Curriculum and its assessment. ○ Target-setting process. 	<p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>Application/ Interview</p> <p>Application/ Interview</p> <p>Application/ Interview</p>
	<ul style="list-style-type: none"> ● Knowledge of: <ul style="list-style-type: none"> ○ Special Educational Needs Code of Practice. ○ Principles of inclusion. 	<p>Desirable</p> <p>Desirable</p>	<p>Application/ Interview</p> <p>Application/ Interview</p>
	<ul style="list-style-type: none"> ● Knowledge of: <ul style="list-style-type: none"> ○ Primary PE Curriculum ○ Specialist skill set within area of PE 	<p>Desirable</p> <p>Desirable</p>	<p>Application/ Interview</p> <p>Application/ Interview</p>

Skills and Abilities			
	<ul style="list-style-type: none"> ● An excellent and effective class teacher. ● Ability to implement and oversee the practice of our agreed school policies. ● Communicate effectively at different levels. ● Ability to establish good relationships with Governors, staff, parents, pupils and the wider community. ● An excellent communicator. 	<p>Essential Essential</p> <p>Essential Essential</p> <p>Essential</p>	<p>Application/ Interview/ References Application/ Interview/ References</p> <p>Application/ Interview/ References Application/ Interview/ References</p> <p>Application/ Interview/ References</p>
	<ul style="list-style-type: none"> ● Experience and knowledge of leading INSET for staff. ● Experience of leading and delivering high quality PE 	<p>Desirable</p>	<p>Application/ Interview/ References</p>
Attributes			
	<ul style="list-style-type: none"> ● Ability to communicate effectively with colleagues to ensure continuity of provision for pupils. ● Sensitive to the needs of pupils, parents and the community. ● A willingness to accept and effect change. ● A positive attitude. ● Good interpersonal skills 	<p>Essential</p> <p>Essential</p> <p>Essential Essential Essential</p>	<p>Application/ Interview/ References</p> <p>Application/ Interview/ References</p> <p>Application/ Interview/ References Application/ Interview/ References Application/ Interview/ References</p>
Additional Requirements			
	<ul style="list-style-type: none"> ● Operate with the highest standards of personal/professional conduct and integrity 	<p>Essential</p>	<p>Application/ Interview</p>
	<ul style="list-style-type: none"> ● Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust. 	<p>Essential</p>	<p>Application/ Interview</p>
	<ul style="list-style-type: none"> ● Willingness to attend extra-curricular activities, including fund raising events, in own time. 	<p>Desirable</p>	<p>Application/ Interview</p>
	<ul style="list-style-type: none"> ● Willing to undertake training and continuous professional development in connection with the post. 	<p>Essential</p>	<p>Application/ Interview</p>
	<ul style="list-style-type: none"> ● Work in accordance with the Trust's values and behaviors'. 	<p>Essential</p>	<p>Application/ Interview</p>

	<ul style="list-style-type: none"> • Able to undertake any travel in connection with the post. 	Essential	Application/ Interview
	<ul style="list-style-type: none"> • Able to demonstrate sound understanding of equality/diversity in the workplace and services provided especially in the access to delivery of the education of pupils and of own non-discriminatory practice and attitude 	Essential	Application/ Interview
	<ul style="list-style-type: none"> • Satisfactory DBS disclosure to work in an environment dealing with children/young people 	Essential	Application/ Interview
	<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children / young people and vulnerable adults 	Essential	Application/ Interview
	<ul style="list-style-type: none"> • A commitment to safeguarding and promoting welfare for all 	Essential	Application/ Interview