## **Job Description**

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| Job Title: | Lower School Class Teacher |
| Reference: | X00098 |
| Reports to: | Vice Principal Head of Lower School |
| Responsible for: | No line management |
| Salary range: | MPS |
| Contract: | Full time, term-time only, Teachers T&C |

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| **General Duties** | The Professional duties of teachers (other than the Headteacher) are set out in the School Teachers Pay & Conditions Document and Teaching Standards Document and describe the duties required of all teachers. In addition, the specific requirements of the post holder, have been set out below: | |
| **Professional Values and Practice** | * Ensure high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds and be committed to raising the standard of their educational achievement. * Understand how children learn and what impacts on their progress in relation to the pupils’ physical, intellectual, emotional and social development and to understand the stages of child development. * To ensure the good conduct and behaviour of all children and to assist in promoting the desired ethos of the school. * To foster sound relationships and effective communication between the school, parents, governors, the Friends’ Association, the Local Authority and the wider community. * To understand the contribution that support staff make to teaching and learning. * To show commitment to personal professional development through the school’s performance management process. Knowledge and Understanding | |
| **Knowledge and Understanding** | * To use the aims of the School Improvement Plan to inform teaching and planning. * To have a secure knowledge and understanding of subjects taught and to keep up to date with the National Curriculum and the Kent Agreed Syllabus for Religious Education. * Show and understand the values, aims and purposes of the general teaching requirements as set out in the National Curriculum. * To be aware of the standards and expectations of specific year groups. * To know how to use IT effectively, through teaching the curriculum and to support the professional role i.e. electronic planning, emailing, using the internet to keep pace with educational advancement etc. * Understand responsibilities under the SEND code of practice | |
| **Teaching and Learning** | * To use the Teaching and Learning policy within the school to ensure consistency. * Set challenging teaching and learning objectives which are relevant to all pupils/abilities. * Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge. * Monitor and assess teaching, giving immediate and constructive feedback to support children as they learn. * Select and prepare resources and plan for safe and effective organisation, with the help of support staff. * Take part and contribute to year group teams as appropriate within the school. * Record pupil progress and achievements systematically to provide evidence of the range of work and attainment over time. * Use records as a basis for reporting on pupils’ attainment and progress orally and in writing. | |
| **Subject Responsibilities** | * To lead a subject or be part of a subject team in order to secure high quality learning and teaching. * To provide support to colleagues in the given subject and offer help and advice. * To monitor the progression of the subject across the school and collate evidence of pupils’ work and assessment levels. * To keep up-to-date with current practice in the subject, discuss new initiatives and developments with the SLT and keep colleagues informed. * To understand the budgetary implications for the subject and ensure value for money when purchasing resources. * Be involved in subject data analysis when appropriate. * To ensure that the subject policy is current and meets the needs of the National Curriculum, making reference to cross-curricular elements. | |
| **Safeguarding** | The John Wallis Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | |
|  | **Essential** | **Desirable** |
| Qualifications | * Hold a good honours degree or equivalent and a recognised teaching qualification (e.g. PGCE); * Evidence of Continuing Professional Development relevant to the role. |  |
| Experience | * Experience of supporting pupils of differing abilities and backgrounds. * A strong awareness of whole school and wider educational issues and current developments * A proven knowledge of the current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning. * Have experience of implementing a variety of de-escalation strategies in challenging situations involving young people. |  |
| Skills | * The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential * Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils * Ability to develop in pupils the skills to work independently and collaboratively * Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. * Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. * Creative and innovative. * Excellent facilitation and presentation skills suitable up to and including senior managers. * Data and IT literate with good IT skills. * Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload. * Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. * Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions. | |
| Qualities | * Able to confidently liaise with senior colleagues including in formal settings. * Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. * Personal and professional authority and resilience. * Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture. * Empathetic, tactful and diplomatic. * Solution focused, working collaboratively and collegially with colleagues and stakeholders. * Excellent inter-personal skills. * A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments. | |