## **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
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| **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
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| **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.
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| **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.
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| **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.
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| 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.
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| 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.
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| 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.
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