

St Stephen's Infant School

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Job Description

Job Title: Class Teacher
Grade: MPS
Contract: Part-time, permanent
Responsible to: Headteacher

Purpose of the Job:

The postholder will be responsible to the Headteacher. Class teachers are responsible for the education and welfare of a designated class in accordance with the requirements and conditions of the *School Teachers' Pay and Conditions Document*, and the Teacher Standards having due regard to the requirements of the National Curriculum, objectives and schemes of work, and any policies of the governing body. The postholder will ensure the highest priority is given to safeguarding and promoting the welfare of children and will share in the corporate responsibility for the well-being and discipline of all pupils. The duties outlined in this job description are in addition to those covered by the current Teachers' Pay and Condition document.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

All teachers will:

Set high expectations which inspire, motivate and challenge all pupils

- > 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 behavior which are expected of pupils.

Promote good progress and outcomes by all pupils

- > Be accountable for pupils' attainment, progress and outcomes.
- > Plan teaching to build on pupils' capabilities and prior knowledge.
- > Guide pupils to reflect 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.

Demonstrate good subject and curriculum knowledge

- > Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the curriculum and address misunderstandings.
- > Demonstrate a critical understanding of developments in the curriculum and promote the value of learning.
- > Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist.
- > 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).
- > Exploit the resources of the school to ensure the very best provision for all pupils.
- > Deploy teaching assistants effectively.

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 thorough accurate marking, and encourage pupils to respond to the feedback.

Manage behavior effectively to ensure a good and safe learning environment

- > Have clear rules and routines for behavior in classrooms and take responsibility for promoting good and courteous behavior both in classrooms and around the school, in accordance with the school's behavior policy.
- > Have high expectations of behavior and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- > Manage classes effectively, using approaches that 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.

Fulfill wider professional responsibilities

- > Make a positive contribution to the wider life and ethos of the school and collaboration.
- > Develop effective professional relationships with colleagues across the school and collaboration, knowing how and when to draw on advice and specialist support.
- > Review own practice regularly, setting personal targets and taking 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.
- > Make a contribution to the school's extended opportunities through clubs.

Additional Wider Responsibilities: To be agreed and listed

Delegated subject responsibilities:

- > Provide an exemplar role model for teaching within the specified subject.
- > Monitor provision and outcomes in the specified subject.
- > Carry out a subject audit, develop and monitor the subject action plan.
- > Lead continued professional development for all staff.
- > Maintain a subject folder as evidence for effective leadership.
- > Ensure continuity, progression and development of pupil skills.
- > Co-ordinate availability and accessibility of resources.
- > Report to the Governing Body in relation to the specified subject.

Other duties

These duties will include such functions as the Headteacher will reasonably request.

Person Specification: Class Teacher

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none">• Qualified teacher status.• Degree.
EXPERIENCE	<ul style="list-style-type: none">• Successful primary teaching experience.
SKILLS AND ABILITIES	<ul style="list-style-type: none">• A good understanding of how children learn.• Ability to adapt teaching to meet pupils' needs.• Ability to build effective working relationships with pupils.• Good ICT skills, particularly using ICT to support learning.• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.• High expectations for children's attainment and progress.• Ability to work under pressure and prioritise effectively.• Commitment to maintaining confidentiality at all times.• Commitment to safeguarding and equality.
KNOWLEDGE	<ul style="list-style-type: none">• Knowledge of the National Curriculum.• Knowledge of effective teaching and learning strategies.• Knowledge of guidance and requirements around safeguarding children.• Knowledge of effective behaviour management strategies.