



Barming Pre-School and Primary School
Part of the Orchard Academy Trust family of schools

Job Description: Class Teacher (Upper Pay Scale)

Overall Responsible to: Executive Headteacher and Headteacher and Governors

Salary Scale: Upper Pay Scale

Hours: 1265 hours in any school year – 195 days.

Line Manager: Headteacher

Responsible for: Teaching any year group

Job Purpose:

- You are required to carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document.
- To plan and deliver a balanced curriculum based on the requirements of agreed school policies and the National Curriculum.
- To liaise with other members of staff, as appropriate, to facilitate planning and the efficient delivery of the curriculum.
- To share in the corporate responsibility for the welfare and discipline of all pupils.
- To undertake specific responsibility for the well-being and discipline of the pupils within a designated class or group.
- To provide a bright, stimulating learning environment for the children.
- To take every reasonable step to ensure the safety of the children, especially in activities such as physical education, educational visits and practical activities.

Necessary Experience:

- Teaching Degree or equivalent
- QTS Status
- Good ability to use technology (computer, email, photocopier etc)
- Knowledge of policies and procedures relating to child protection, health and safety, security and confidentiality.
- Ability to relate well with children and communicate diplomatically and tactfully with adults.
- Must be motivated and able to work independently with minimal supervision.

Person Specification:

A Class Teacher should be:

- Proactive and dynamic
- Approachable
- Non- judgemental
- A good listener
- A role model
- Realistic
- Patient

Specific attributes will include:

- **Analytical Thinking** - Recognises cause and effect
- **Challenge & Support** - Expresses positive expectations
- **Community Engagement** - Sensitive to group needs and dynamics
- **Conceptual Thinking** - Sees patterns
- **Confidence** - Actively contributes
- **Creating Trust** - Acts fairly and consistently
- **Developing potential** - Provides tangible support
- **Drive for improvement** - Sets own standards
- **Enduring Resilience** - Confident in own agency and ability
- **Flexibility** - Adapts procedures
- **Holding People Accountable** - Sets boundaries
- **Impact & Influence** - Takes actions to persuade
- **Information Seeking** - Digs deeper
- **Initiative** - Acts decisively
- **Managing Pupils** - Keeps pupils informed
- **Passion for Learning** - Shows how
- **Respect for Others** - Values others
- **Team Working** - Shares information
- **Understanding Others** - Understands meanings

Through their work with children they will seek to:

- Support all children to make good progress
- Help to raise standards and achievement

Accountabilities

Duties:

Assessment, Recording and Reporting

- To implement the school's Assessment Policy and to keep agreed records.
- To keep parents of the children within a group or class, informed of their child's needs and progress within both the formal structure of the school's reporting format and informally when called upon to do so.
- To write a class set of reports once a year.
- Take account of children's prior levels of attainment and use them to set targets for future improvements.

Teaching Standards

Post threshold teachers will make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. They will 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.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 2. Promote good progress and outcomes by pupils
 3. Demonstrate good subject and curriculum knowledge
 4. Plan and teach well-structured lessons
 5. Adapt teaching to respond to the strengths and needs of all pupils
 6. Make accurate and productive use of assessment
 7. Manage behaviour effectively to ensure a good and safe learning environment
 8. 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.
- undertake break duties.
- To attend regular staff meetings in order to ensure best practice.

Post threshold teachers will also work towards the Barming Matrix and the Professional Standards for teachers post threshold– see documents.

We believe the following differentiated scales offer teachers clear guidance during the application process.

UPS3: “Highly competent”: the teacher’s performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers’ Standards in the particular role they are fulfilling and the context in which they are working.

UPS2: “Substantial”: the teacher’s achievements and contribution to the school are significant, not just in raising standards of teaching and learning in their own classroom, or with their own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

UPS1: “Sustained”: the teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period (see exceptions in the pay policy). They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently good to outstanding.

Commitment to the School:

- Post threshold teachers will adhere to and actively promote the School's Teaching and Learning Policy.
- Post threshold teachers understands that their behaviour in, and out of school can impact on the reputation of the school and the teaching profession as a whole.

Personal & Professional Conduct:

Post threshold teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- 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.
- In relation to the School Improvement Plan, to carry out all duties and action allocated specifically to you to the best of your ability.

General:

- Follow the School’s child protection procedures in cases where there is concern over the safety or emotional wellbeing of a student.
- Maintain strict confidentiality with regard to both the staff and students within and outside

school.

- Work effectively as a team member.
- Provide a positive role-model in terms of timekeeping, dress code and work ethos.
- Support the management of health and safety in accordance with the health and safety policy.
- Employees are expected to be courteous to colleagues, parents and children and to provide a welcoming environment to visitors and telephone callers.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or for continued employment for any employee who develops a disabling condition.

Staff Development:

- To undertake essential training.
- To set targets before any development activity and review and evaluate the activity after completion, cascading information to the appropriate staff members when relevant.
- To participate fully in training and other staff development activities and keep personal records of such activities.

Conditions

- Post threshold teachers will undertake any other duties which from time to time maybe required and be relevant and commensurate with the post as deemed necessary by the Executive Headteacher or Headteacher.
- The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher/ Headteacher the other.

Name:.....

Date:.....

Signed.....

Headteacher Signature.....