

Job Description

Job Title:	Primary Class Teacher
Reference:	X00098
Reports to:	Phase Lead
Responsible for:	Class Teaching Assistant
Salary range:	MPS
Contract:	Full time, term-time only, Teachers T&C

<u>General Duties</u>	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:
<u>Professional Values and Practice</u>	<ul style="list-style-type: none"> • 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.
<u>Knowledge and Understanding</u>	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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 your 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 and the Kent Mainstream Core Standards 	
<u>Teaching and Learning</u>	<ul style="list-style-type: none"> • To use the Teaching and Learning policy within the school to ensure consistency and effective teaching in line with the school own Excellence in Teaching Framework • 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. • 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. 	
<u>Leadership Responsibilities</u>	<ul style="list-style-type: none"> • Have an overview of your year group in terms of attainment, behaviour and need. • To line manage your class team effectively • To be an effective member of your house team and contribute/lead on house events throughout the school year. • Communicate effectively with partner stakeholders such as parents/ carers, colleagues, peer schools and governors. 	
<u>Safeguarding</u>	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	<ul style="list-style-type: none"> • Hold a good honours degree or equivalent and a recognised 	<ul style="list-style-type: none"> • NPQ or other leadership training completed or in

	<p>teaching qualification (e.g. PGCE);</p> <ul style="list-style-type: none"> • Evidence of Continuing Professional Development relevant to the role. 	progress
Experience	<ul style="list-style-type: none"> • 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. • A proven track record as a excellent teacher that ensure pupils are making progress and reaching expected milestones. 	<ul style="list-style-type: none"> • Experience of involvement in effective school improvement • Experience of leading a team and providing support and feedback to colleagues
Skills	<ul style="list-style-type: none"> • 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 and staff • 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 	

	<p>written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff.</p> <ul style="list-style-type: none"> • Creative and innovative. • Data and IT literate with good IT skills. • Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents.
Qualities	<ul style="list-style-type: none"> • Have a positive outlook and support the ethos of the Academy • 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.