

## **Job Description**

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| Job Title:       | Primary Class Teacher – Year 5 |
| Reference:       | X00098                         |
| Reports to:      | Phase Lead                     |
| Responsible for: | Class Teaching Assistant       |
| Salary range:    | MPS                            |
| Contract:        | Full time, Teachers T&C        |

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| <b><u>General Duties</u></b>                   | 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b><u>Professional Values and Practice</u></b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• To ensure the good conduct and behaviour of all children and to assist in promoting the desired ethos of the school.</li> <li>• To foster sound relationships and effective communication between the school, parents, governors, the Friends' Association, the Local Authority and the wider community.</li> <li>• To understand the contribution that support staff make to teaching and learning.</li> <li>• To show commitment to personal professional development through the school's performance management process.</li> </ul> |
| <b><u>Knowledge and Understanding</u></b>      | <ul style="list-style-type: none"> <li>• 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.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|                                           | <ul style="list-style-type: none"> <li>• Show and understand the values, aims and purposes of the general teaching requirements as set out in the National Curriculum.</li> <li>• To be aware of the standards and expectations of your specific year groups.</li> <li>• 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.</li> <li>• Understand responsibilities under the SEND code of practice and the Kent Mainstream Core Standards</li> </ul>                                                                                                                                                                                                                                                                                                            |                                                                                                   |
| <b><u>Teaching and Learning</u></b>       | <ul style="list-style-type: none"> <li>• 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</li> <li>• Set challenging teaching and learning objectives which are relevant to all pupils/abilities.</li> <li>• Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.</li> <li>• Select and prepare resources and plan for safe and effective organisation, with the help of support staff.</li> <li>• Take part and contribute to year group teams as appropriate within the school.</li> <li>• Record pupil progress and achievements systematically to provide evidence of the range of work and attainment over time.</li> <li>• Use records as a basis for reporting on pupils' attainment and progress orally and in writing.</li> </ul> |                                                                                                   |
| <b><u>Leadership Responsibilities</u></b> | <ul style="list-style-type: none"> <li>• Have an overview of your year group in terms of attainment, behaviour and need.</li> <li>• To line manage your class team effectively</li> <li>• To be an effective member of your house team and contribute/lead on house events throughout the school year.</li> <li>• Communicate effectively with partner stakeholders such as parents/ carers, colleagues, peer schools and governors.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                   |
| <b><u>Safeguarding</u></b>                | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                   |
|                                           | <b>Essential</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Desirable</b>                                                                                  |
| Qualifications                            | <ul style="list-style-type: none"> <li>• Hold a good honours degree or equivalent and a recognised</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Experience of involvement in effective school</li> </ul> |

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|            | <p>teaching qualification (e.g. PGCE);</p> <ul style="list-style-type: none"> <li>• Evidence of Continuing Professional Development relevant to the role.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | improvement |
| Experience | <ul style="list-style-type: none"> <li>• Experience of supporting pupils of differing abilities and backgrounds.</li> <li>• A strong awareness of whole school and wider educational issues and current developments</li> <li>• A proven knowledge of the current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning.</li> <li>• Have experience of implementing a variety of de-escalation strategies in challenging situations involving young people.</li> <li>• A proven track record as a excellent teacher that ensure pupils are making progress and reaching expected milestones.</li> </ul> |             |
| Skills     | <ul style="list-style-type: none"> <li>• The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential</li> <li>• Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils and staff</li> <li>• Ability to develop in pupils the skills to work independently and collaboratively</li> <li>• Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals.</li> </ul>                                                                                        |             |

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|           | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Creative and innovative.</li> <li>• Data and IT literate with good IT skills.</li> <li>• Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents.</li> </ul>                                                                                                                                                                                                                                                                                                                       |
| Qualities | <ul style="list-style-type: none"> <li>• Have a positive outlook and support the ethos of the Academy</li> <li>• Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures.</li> <li>• Personal and professional authority and resilience.</li> <li>• Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture.</li> <li>• Empathetic, tactful and diplomatic.</li> <li>• Solution focused, working collaboratively and collegially with colleagues and stakeholders.</li> <li>• Excellent inter-personal skills.</li> <li>• A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.</li> </ul> |