



'Let your light 'shine' before others that they may see your good works.' Matthew 5 v 16

Success – Happiness – Independence - New experiences - Engagement

Burham Church of England Primary School Job Description

Name:

Responsible to: Headteacher and Governing Body

Date: September 2025

Part One: Teaching

As a teacher you must:

- Set high expectations which inspire, motivate and challenge pupils by
- establishing a safe and stimulating environment for pupils, rooted in mutual respect;
- setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils by:

- being accountable for pupils' attainment, progress and outcomes;
- being aware of pupils' capabilities and their prior knowledge, and planning teaching to build on these;
- guiding pupils to reflect on the progress they have made and their emerging needs;
- demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching;
- encouraging pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by:

- having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings;
- demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship;
- demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English;
- demonstrating a clear understanding of systematic synthetic phonics;
- demonstrating a clear understanding of appropriate teaching strategies

Plan and teach well-structured lessons by:

- imparting knowledge and developing understanding through effective use of lesson time;
- promoting a love of learning and children's intellectual curiosity;
- setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
- reflecting systematically on the effectiveness of lessons and approaches to teaching
- contributing to the design and provision of an engaging curriculum within the relevant subject area(s).



Adapt teaching to respond to the strengths and needs of all pupils by:

- knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and
- knowing how best to overcome these;
- demonstrating an awareness of the physical, social and intellectual development of children, and
- knowing how to adapt teaching to support pupils' education at different stages of development;
- having 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 being able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment by:

- knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- making use of formative and summative assessment to secure pupils' progress;
- using relevant data to monitor progress, set targets, and plan subsequent lessons;
- giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment by:

- having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
- having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities by:

- making a positive contribution to the wider life and ethos of the school;
- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- deploying support staff effectively;
- taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicating effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct:

- You are expected to demonstrate consistently high standards of personal and professional conduct by treating pupils with dignity, building relationships rooted in mutual respect, and at all times
- observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs



- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- You must have proper and professional regard for the ethos, policies and practices of Burham CEP School, and maintain high standards in your own attendance and punctuality.
- You must have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

Part Three: Safeguarding Responsibilities:

- You must fully understand and adhere to the behaviour expectations outlined in the 'Burham School Code of Conduct.'
- You must fully understand and adhere to all Safeguarding, Child Protection and Prevent policies.
- You must undertake the appropriate child protection training, annually, to ensure you can effectively assess aspects of safeguarding and confidently follow school procedures for communicating relevant information.
- You must be able to use the school safeguarding platform, MyConcern to ensure all concerns are raised and recorded in order to ensure children are safe at all times.
- You must be familiar with pupils who have been identified as 'vulnerable' and support them as the DSL has outlined.

Part Four: Subject Leader Responsibilities (not for ECTs):

Maintaining and Promoting the School's vision

You will:

- contribute to the creation and implementation of the School Development Plan (SDP), linked with the SEF, particularly with reference to the subject you lead
- monitor, evaluate and review your subject policy and practices, taking account of national, local and school data and inspection and research findings
- support transition of children between year groups and phases to ensure children are prepared for the next stage of their education in your subject area
- organise whole school events that will further promote and enhance your subject across the school
- be proactive in ensuring you have up-to-date knowledge about best practices in your subject and be confident in providing information, guidance and advice to further enhance teaching and learning in your subject area

Teaching and Learning

You will:

- know what excellent teaching in your subject looks like and how high standards of pupil attainment can be achieved through effective teaching in your subject
- have a secure understanding of your subject and the expected outcomes at the end of every year group and key stage, as well as a sound knowledge of lower KS3 expectations
- have a secure understanding of teaching and learning expectations and progression in your subject
- ensure Knowledge Organisers are reviewed annually, remain in line with subject progression documents and are used effectively by teachers to positively impact teaching and learning
- have a clear overview of teaching standards across the school and be able to identify areas of strength and areas for development
- know who the lowest 20% of children are in your subject area across the school and will support staff to ensure all children can access the curriculum



- know who the highest 20% of children are in your subject area across the school and will support staff to ensure sufficient challenge is provided
- have a clear system for tracking subject coverage and progress within your subject, in all year groups
- support the Curriculum Group Leader to organise parent/carer support/training sessions throughout the year in order to support their child’s learning form links with other Subject Leaders across the collaboration to improve outcomes for children regularly carry out an audit of resources needed to teach your subject to ensure lack of resources doesn’t hinder teaching and learning

Leading and Managing Staff and Children

You will:

- regularly attend, and sometimes take a leading role in Curriculum Group Meetings
- attend termly 1:1 Subject Leader Meetings with your Curriculum Group Leader in order to ensure you are leading your subject effectively
- address and review the actions within your Subject Leader Plan and confront any additional challenges if/when they arise
- regularly monitor teaching and learning in your subject across the school, holding staff to account to ensure standards of teaching and learning are high
- check termly and weekly planning for your subject in all year groups and will provide advice and support where necessary
- ensure all staff have relevant CPD opportunities to ensure subject knowledge is strong in all year groups
- show initiative and find solutions to remove barriers to learning in your subject to further improve outcomes in your subject
- ensure all staff understand and embed your vision for your subject area
- be aware of interventions taking place in your subject across the school and be able to confidently advise staff about interventions that may benefit children with specific gaps
- be mindful of teacher workload, ensuring positive wellbeing for staff, whilst maintaining high standards for our children

Person specification

CRITERIA	QUALITIES
Qualifications and experience	<ul style="list-style-type: none"> • Qualified teacher status • Degree • Successful primary teaching experience
Skills and knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet pupils’ needs • Ability to build effective working relationships with pupils • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good ICT skills, particularly using ICT to support learning



Personal qualities	<ul style="list-style-type: none"> • 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
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Notes:

This job description may be amended at any time in consultation with the postholder.

Teacher: Date:

Headteacher: Date:

