

Federation of Chislet Church of England and Hoath Primary Schools

Chislet C. E. Primary School



*A journey of learning for all,
within God's guiding hands*



*Small school, Big community,
Unlimited Potential*

Federation of Chislet Church of England and Hoath Primary Schools Teacher Job Description

SCHOOL	Federation of Chislet Church of England and Hoath Primary Schools
NAME	
JOB TITLE	Teacher
SALARY	MPS/UPS
REPORTS TO	Head of School
DATE	2025-2026

General duties:

The education and welfare of a designated class in accordance with the requirements and conditions of the School Teachers' Pay and Conditions Document, having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work, and any policies of the governing body. To share in the corporate responsibility for the education, well-being and discipline of all pupils.

To whom Responsible:

Executive Headteacher---Head of Schools---Deputy Headteacher

Your job description is as a reference document, which identifies your main responsibilities and activities.

Job specification

You are required to carry out the duties of a schoolteacher as set out in the School Teachers Pay and Conditions Document, issued by the DFE. The post requires you to teach pupils in the age range of 4 to 11. At The Federation of Chislet Church of England and Hoath Primary Schools, we expect every member of staff to uphold and forward the schools visions and ethos to ensure that the special nature of our schools permeates everything we do. Teachers will ensure that our core values and language for learning are used in all aspects of school life to enable our children have the highest quality of education.

In addition, you are required to undertake the following responsibilities: -

Specific Responsibilities: Class teacher

Set high expectations that inspire, motivate and challenge 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 behaviour which are expected of pupils.

Promote good progress and outcomes by 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 the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate an understanding of and take responsibility for promoting high standards of literacy
- if teaching reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching 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
- create innovative and engaging lessons that challenge pupils and enable them to flourish and fulfil potential
- set homework 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).

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

- know when and how to adapt teaching and learning appropriately, using approaches which enable all 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 through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline within the classroom following the school behaviour policy
- manage classes effectively, using approaches which are appropriate to all pupils' needs in order to involve and motivate them
- build and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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.

Professional Standards at The Federation of Chislet Church of England and Hoath Primary Schools

- To treat all members of the school and its community fairly, equitably with respect and consideration.
- To set a good example to staff and pupils in terms of appropriate dress, standards of punctuality and attendance and take appropriate action when performance is less than good.
- To promote the aims of the school by attendance at and participation in events such as Open/Parent evenings, fund raising events and school performances.
- Read and adhere to all school policies.
- To participate in the management of the school by attending various team and staff meetings.
- To play a critical role in the life of the school by contributing effectively to the work of the wider team.
- To undertake whole school and class collective worship when necessary.
- To work in partnership with the Exec HT and the HoS to develop the school, model good practice and enable everyone to work collaboratively, share knowledge, celebrate successes and accept responsibility for outcomes.
- To work with the Exec HT and the HoS to create and maintain an effective partnership with parents to support and improve the quality of pupil's learning, achievement and personal development.

- To work collaboratively with other agencies in providing the academic, spiritual, moral, social, emotional and cultural well-being of the pupils and their families.
- To develop links with Governors, LA, neighbouring schools, outside agencies and other members of the local community.

Professional Conduct

A teacher is 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, by:
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - o showing tolerance of and respect for the rights of others
 - o 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
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.

Upper Pay Scale Teachers are expected to:

- Demonstrate that they meet all teaching standards, both in terms of teaching and personal and professional conduct, over a sustained period
- Have teaching rated as at least good overall, with some outstanding, over a sustained period
- Meet their Appraisal objectives over a sustained period
- Demonstrate over a sustained period an ability to support some pupils to exceed expected levels of progress/achievement
- Consistently take responsibility for identifying and meeting their own professional development needs and used their learning to improve their own practice and pupils' learning
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs

- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. The teacher has an impact on the school beyond their own class/group(s) over a sustained period.
- They contribute to policy and practice which has improved teaching and learning across the school.

Subject Leadership (Not applicable for ECT's)

To lead (subject to be decided) across the Federation and work with a variety of local schools:

- To carry out a process of self-evaluation contributing to the school SEFDP. Use this information to establish the priorities for your area of leadership and to inform the whole federation self-evaluation.
- To identify and monitor areas of strength and weakness in your subject both in standards compared to National and in school progress. To ensure all members of staff are up to date with this information ensuring it is used to challenge and support pupil progress in order to raise standards further.
- To analyse the data for your subject from all sources and use this as part of the monitoring mentioned above.
- To ensure that all staff are aware of and contribute towards the assessment of pupils regarding this subject according to deadlines given.
- To continue to improve quality in the teaching and learning process and to monitor standards for your subject.
- To manage requisitions for your subject and to ensure that the resources for your subject are appropriate, adequate and organised following all school purchase protocols.
- To identify and meet the professional development needs of the staff with regard to your subject.
- To lead the development and review of school policy, schemes of work and skills progression in this area that can be used to both enhance and differentiate all areas of the curriculum, catering for all levels of ability.
- To keep up to date with current developments in educational research and to advice and support staff, leading INSET or staff meetings if necessary.
- To raise the profile and promote your subject in the school.
- To be involved in target setting and to monitor and report on standards achieved in your subject areas.
- To encourage parental interest and understanding for the subject.

This job specification may 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.

Signed: Date:

Signed: Head of School

