Post Title: Teacher

Responsible to: Phase Leader

Purpose

To teach a class or groups of children in line with the school’s policies and schemes of work, and to undertake pastoral, administrative and leadership duties in keeping with the School Teachers Pay and Conditions of Employment document and meet the professional standards for teachers.

Duties

* You are to carry out duties of a school teacher as set out in Pay and Conditions

Document 2005, subject to any amendments due to government legislation. This

includes any duties as may be reasonably directed by the Head of School.

* All staff are expected to work towards the school’s aims, uphold the school's principles and policies which underpin good practice and the raising of standards.
* Demonstrate a thorough and up-to-date knowledge of the teaching of primary aged pupils and take account of wider curriculum developments which are relevant to your work.
* Have a meta-cognitive approach to teaching, in particular, with reference to De Bono’s six thinking hats as well as use of thinking skills and thinking maps.
* Consistently and effectively plan lessons and sequences of lessons to meet pupils’ individual learning needs.
* Consistently and effectively use a range of appropriate strategies for teaching and classroom management.
* Use information about prior attainment to set well grounded, high expectations for pupils and monitor progress to give clear and constructive feedback.
* Demonstrate that, as a result of your teaching, your pupils achieve well in relation to their prior attainment.
* Take responsibility for your professional development and use the outcomes to improve your teaching and pupils’ learning.
* Make an active contribution to the policies and aspirations of the school.

Key Tasks

*Teaching*

* Contribute to planning meetings and whole school staff meetings.
* Implement agreed plans and produce termly teaching forecasts.
* Provide a differentiated, balanced, progressive, varied and stimulating curriculum in line with statutory and school requirements.
* Assess, record and review pupils’ achievement according to school policy and guidelines.
* Attend parent/carer consultation sessions and report on individual pupil achievement and development.
* Produce annual written reports for parents.
* Ensure a well organised and structured learning environment with effective and stimulating displays and good access to resources, in line with the School’s Learning Environment Policy.
* Maintain good behaviour management in line with the schools Behaviour policy.
* Keep abreast of trends and developments in education, especially those areas particularly relevant to the duties and responsibilities of the post.
* Plan, supervise and appraise the work of support personnel assisting in the classroom.
* Be aware and responsive to the medical, social, personal and specific learning needs of pupils and report to the Head of School and others where there is cause for concern.
* Use resources effectively and efficiently to promote pupil’s learning.
* Carry out supervision of pupils as detailed by the Head of School.

*General Duties*

It is our mission to “reveal the champion within” and all staff are expected to embed themselves within **CAIRS,** which is the way we do things here:

**Care** to provide a secure, caring community where each child is valued and learning can thrive.

**Aspiration** to provide a broad, balanced and relevant curriculum to ensure that all pupils gain the skills and knowledge to help them grow in confidence and prepare for the future.

**Inspiration** to create a series of stimulating learning environments where individuals can work and play together in a spirit of co-operation.

**Respect** to build a culture within which all leaders and learners feel safe and enabled by each other.

**Stewardship** to foster responsibility towards the environment and the community in which we live.

WAT CAIRS is who we are and as such you are expected to support all staff, children and the community. This may mean undertaking tasks outside of your area of responsibility where required.

*Health and Safety*

Employees are required to work in compliance with the Academy’s Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

*Safeguarding*

The Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Woodland Academy Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Child Protection Officer.

*Data Protection*

The Woodland Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

*This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Executive Headteacher. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.*

Signed by Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed by Manager: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Person Specification**

**Class Teacher**

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|  | **Essential** | **Desirable** |
| **Education, Qualifications and Training** | * Qualified Teacher Status or relevant qualification to teacher | * Evidence of continuous INSET & commitment to further professional development. |
| **Experience** | * Teaching at Foundation Stage, KS1 or KS2. | * Teaching across the whole Primary age range. * Working in partnership with parents/carers. |
| **Knowledge and Skills** | * The class teacher should have knowledge & understanding of: * The theory and practice of effective teaching & learning for the individual needs of all children including EAL, SEN, Able & Talented (e.g classroom organisation and learning strategies, VAKT); statutory National Curriculum requirements at the appropriate key stage (see above). * The monitoring, assessment, recording and reporting of pupil’s progress. * The statutory requirements of legislation concerning Equal Opportunities, Health & Safety SEN & Child Protection. * The positive links necessary within school and with all its stakeholders. * The Class Teacher will be able to: * Promote the school’s aims positively, and use effective strategies to monitor motivation and morale. * Create a happy, challenging and effective learning environment establishing high expectations. * Implement effective classroom management and organisation. * Assess the needs of individuals accurately recording & reporting their progress. * Develop good personal relationships with parents/carers, governors and the community. * Communicate effectively (both orally and in writing) to a variety of audiences. | * Knowledge of the preparation and administration of statutory National Curriculum tests. * Understanding of the links between schools, especially, networks and partner schools. * Able to develop strategies for creating community links. |
| **Personal**  **Qualities** | * Approachable * Committed * Empathetic * Enthusiastic * Organised * Patient * Resourceful * Flexible * Professional |  |
| **General**  **Circumstances** | * Maintain a smart appearance. * Understanding of safeguarding and its importance within an educational setting. * Awareness and understanding of equality and diversity. |  |