The Leys Primary and Nursery School
Job description and Person specification
KS1/2 Class Teacher

JOB DESCRIPTION	POST: Teacher: Key stage 1/2
Responsible to:	Team Leader; Headteacher and Deputy Headteacher
Teacher (see Teacher Appraisal Policy and Pay Policy (re. pay bands)	Evidence of maintaining the Teacher Standards (in bold) or making good progress towards achieving these standards as an NQT
Proven experience of setting high expectations which 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.
Evidence of promoting good progress and outcomes by pupils	• be accountable for pupils' attainment, progress and outcomes
	• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
	• be able to 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
Demonstration of 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 a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
	• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
	• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
	• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
	• competency in the use of ICT across the curriculum.
Proven experience of planning and teaching lessons which result in pupil achievement and progress	• impart knowledge and develop understanding through effective use of lesson time
	• promote a love of learning and children's intellectual curiosity
	• set homework and plan other out-of-class activities 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).
Evidence of adapting teaching to respond to the strengths and needs of all pupils	• know when and how to differentiate appropriately, using approaches which enable 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.
Evidence of making 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.
Evidence of managing behaviour effectively to ensure a good 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 with a range of strategies, using praise, sanctions and rewards consistently and fairly
	• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
	• maintain good relationships with pupils, exercise appropriate authority, and • act decisively when necessary.
	• ensure you have a detailed understanding of Safeguarding following Child Protection Procedures according to policy
	• contribute to equal opportunities at all times
	• promote the social, moral, spiritual, and cultural development of pupils in your care.
	• promote pupil wellbeing, using the Pupil wellbeing and Anti-bullying policy to set high expectations for pupil conduct, and monitor the social, emotional and mental health needs of pupils
Evidence of fulfilling wider 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.
	• implement all school policies including Safeguarding/Child protection and Health and Safety Procedures.
	• uphold the school Code of conduct which includes maintaining confidentiality.
	• promote Vision Aims and Values of the school which includes encouraging pupils to develop a growth mindset

	• support the school to develop learning initiatives that are being promoted though staff training e.g. Talk of the Town
Subject leader role (not ECT)	1. Coordinate and develop an action plan for the subject.
	2. Ensure that medium-and short term planning meets all National Curriculum requirements.
	3. Ensure the system of assessment for their subject is in keeping with the school's policy.
	4. Ensure that there is a high quality of provision for the subject, improving practice in all phases through reviewing planning, and carrying out work scrutiny.
	5. Monitor pupil progress across the school each term, reviewing tracking data available and reporting to SLT
	6. Ensure that resources are audited, replaced, organised & used effectively.
	7. Ensure that provision is made for groups of pupils: SEND, More able , EAL pupils within their subject, in consultation with the appropriate leader.
	8. Feedback to the senior leadership team (SLT) outcomes of reviews, monitoring and evaluation of relevant policies & current practice and provide feedback to staff.
	9. Maintain an up-to-date knowledge of local and national initiatives.
	10. Disseminate information to the staff and promote staff development.
	11. Act as a role model for the subject, supporting, motivating and advising staff - working with them to develop their classroom practice.
	12. Be responsible for applying to the HT for funds to ensure that the subject area is well-resourced and up-to-date.
	13. Liaise with link governors to communicate the quality of provision, pupil progress and attainment, alongside progress towards achieving objectives set within the subject school improvement plan.
Safeguarding	Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies. Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary. Promote the safeguarding of all pupils in the school.
Post threshold teacher (see Teacher Appraisal Policy and Pay Policy)	Contribute significantly, where appropriate, to implementing policies and practice and to promoting collective responsibility for their implementation
Teaching and Learning	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.
Assessment and monitoring	Have extensive knowledge and a well-informed understanding of the assessment requirements of the national curriculum 2014.
Subjects and curriculum	Have a more developed knowledge and understanding of the curriculum and related pedagogy including how learning progresses within them.
Health and wellbeing	Have sufficient depth of knowledge and experience to be able to advise on the development and well-being of children and young people

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Planning	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.
Teaching	Judgements of teaching over time are outstanding with some teaching observed as good.
	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.
Team working and collaboration	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.
Effective Communication	Communicate daily with team members, making positive and constructive comments about work and pupil progress, keeping up to date with relevant information, wider aspects of the Leys, and professional development opportunities.
	Meet regularly and work with the 'Team Leader' for professional support and develop effective subject management.
	Work closely with the SLT to promote the successful image of the Leys School in the community.
	Act as the initial person for others to contact regarding all issues relating to your area of responsibility
	Liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between phases and partner schools, and educational settings for all pupils.
	Liaise with other subject leaders in order to develop integrated schemes of work.
	Develop constructive relationships with key members of the School and community and provide helpful and accurate responses to parent/carer enquiries.
	Seek information from external sources e.g. Subject advisors to support and influence the work of all in the subject to ensure best practice is being implemented at all times.
Continuing professional development	In conjunction with the team leader, take responsibility for personal and professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the Curriculum, which may lead to improvements in teaching and learning.

	Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
	Develop skills and knowledge for mentoring and coaching colleagues.
	Maintain a professional learning log and portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
	To keep updated in subject knowledge and new developments in Computing.
	Be aware of CPD offered through subject-specific organisations.

PERSON SPECIFICATION	Essential	Desirable	Identified Interview Application Observation
Qualifications	• Qualified Teacher Status	Evidence of a commitment to further professional development	
	The Class Teacher should have experience of teaching learning and assessment in Key stage 1/2	In addition, the Class Teacher may have: +Experience of teaching across the whole Primary age range; +Experience of leading a subject area effectively. +Experience of offering extra-curricular activities	
Knowledge	The Class Teacher should have the knowledge and skills to: • Create a stimulating and safe learning environment. • Establish and maintain a purposeful working atmosphere. • Plan, prepare and deliver the curriculum as relevant to the age and ability group that you teach other relevant initiatives and the school's own policies. • Assess and record the progress of pupils' learning to inform next steps and monitor progress.	Lead a core or Foundation subject Lead on an aspect of school development Have knowledge of the new KS1 curriculum, in particular core subjects: English, Mathematics and Science. Recent CPD in supporting SEND/More Able /EAL pupils In addition, the Class	

	- Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to lead a core or non-core subject - Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles. - Encourage children in developing self-esteem and respect for others. - Deploy a wide range of effective behaviour management strategies, successfully. - Communicate to a range of audiences (verbal, written, using ICT as appropriate). - Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.	Teacher might also have: +the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); + the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection; +evidence of creating positive links necessary within a school and with all its stakeholders;	
Skills	The Class Teacher will be able to: - promote the school's aims positively, and use effective strategies to monitor motivation and morale; develop good personal relationships within a team; - establish and develop close relationships with parents, governors and the community; communicate effectively (both orally and in writing) to a variety of audiences; - create a happy, challenging and effective learning environment.		
Personal Qualities	- Reflective - Committed - Empathetic - Enthusiastic - Organised - Patient - Resourceful - Reliable - Conscientious - Honest	Ability to motivate and inspire others within the team and build positive relationships.	
Commitment	Demonstrate a commitment to: - Equalities - Promoting the school's vision, aims and values - High quality, stimulating learning environments - Relating positively to and showing respect for all members of the school and wider community - Working co-operatively in a team		

	- Participation in whole school initiatives and activities - Ongoing relevant professional development - Safeguarding and child protection - Health and safety procedures		