



## Job Description and Person Specification

<b>Job title:</b>	Classroom teacher
<b>Reports to:</b>	Head of School Executive Head Governing Body DDAT Academy Trust
<b>Type of position:</b>	Full time
<b>Grade:</b>	MPS
<b>Job purpose:</b>	The classroom teacher will be responsible for delivering learning in accordance with the curriculum, national guidelines, and the school's strategy. The teacher must also carry out other duties that support pupils' learning while operating in accordance with the school's policies and procedures. The classroom teacher is responsible for teaching a class of children in a year group specified by the Head of School / Headteacher and Executive Head.

### Main duties and responsibilities:

To undertake your duties, as required by the Teachers' Standards- see Appendix
To be committed to the ethos and success of the school.
To keep up-to-date with, and remain knowledgeable of, the requirements of the national curriculum.
To have regard for continuing professional development (CPD) and contribute to the school's process of self-evaluation and development.
To be familiar with the school's systems, structures, policies and procedures.
To effectively plan a varied, balanced and appropriate curriculum which emphasises raising standards and achieving excellence.
To adapt teaching styles to suit all learners and provide a supportive learning environment.
To differentiate resources and equipment so lessons may be accessed appropriately by all pupils.
To work as part of a team to evaluate and develop pupils' learning needs.
To enforce the school's Behaviour Policy through excellent classroom management.
To encourage pupils to develop and use their creativity, initiative, independence and responsibilities.
To be familiar with the 0-25 Special Educational Needs (SEN) Code of Practice, and support and plan for pupils accordingly.
To self-evaluate your teaching in order to improve effectiveness.
To be committed to the school's target and monitoring system for pupil progress.
To systematically assess and record pupils' academic and social progress, and use the results to inform lesson planning decisions.
To monitor both class work and homework, provide constructive feedback, and set informed targets for pupil progress.
To report on each individual pupil's progress to the headteacher and parents as required.
To actively support school activities, on occasion, such as educational trips, extra-curricular activities and clubs, and parents' evenings, which may require some out-of-hours availability.

### Person specification- MPS teacher

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree level qualification</li> <li>• Willingness to undertake CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant postgraduate professional qualification</li> <li>• Previous experience teaching</li> <li>• Previous experience working in partnership with parents</li> </ul>
<b>Knowledge and skills</b>	<ul style="list-style-type: none"> <li>• Sound understanding of the primary curriculum</li> <li>• Excellent behaviour management skills</li> <li>• Excellent inter-personal skills</li> <li>• Ability to work as part of a team including working with teaching assistants in class.</li> <li>• Excellent planning and organisational skills</li> <li>• Effective oral and written communication skills</li> <li>• Knowledge of key performance indicators and the ability to use them to monitor progress</li> <li>• Awareness of the needs of children who speak English as an additional language or have SEND</li> <li>• An understanding of how a pupil's learning is affected by their intellectual, emotional and social development, and the stages of child development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working as part of a team</li> <li>• First aid skills</li> <li>• An understanding of the importance of parental involvement</li> <li>• Experience working with children who have SEND and/or disabilities</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Committed to teaching</li> <li>• Supportive of colleagues</li> <li>• Good attendance and punctuality</li> <li>• Good sense of humour</li> <li>• Pro-active in the working environment</li> <li>• Enthusiastic and positive attitude</li> <li>• Ability to accommodate changes in work priorities</li> <li>• Ability to anticipate workload and plan ahead</li> <li>• Ability to develop effective relationships with parents</li> <li>• Ability to encourage and enable others to reach their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Ability to relate well to other professionals</li> <li>• A flexible approach</li> </ul>

## **PART ONE: TEACHING**

### **A teacher must:**

#### **1. Set high expectations which inspire, motivate and challenge pupils**

- A) Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- B) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- C) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **2 Promote good progress and outcomes by pupils**

- A) Be accountable for pupils' attainment, progress and outcomes.
- B) Plan teaching to build on pupils' capabilities and prior knowledge.
- C) Guide pupils to reflect on the progress they have made and their emerging needs.
- D) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- E) Encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- A) Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- B) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- C) Demonstrate and 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.
- D) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- E) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4 Plan and teach well structured lessons**

- A) Impart knowledge and develop understanding through effective use of lesson time.
- B) Promote a love of learning and pupils' intellectual curiosity.
- C) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- D) Reflect systematically on the effectiveness of lessons and approaches to teaching.
- E) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- A) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- B) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- C) Demonstrate and awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development.
- D) Have a clear understanding of the needs of pupils including those with special educational needs; those with EAL; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 Make accurate and productive use of assessment**

- A) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- B) Make use of formative and summative assessment to secure pupils progress.
- C) Use relevant data to monitor progress, set targets and plan subsequent lessons.
- D) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- A) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the schools behaviour policy.
- B) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.
- C) Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- D) Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.

### **8. Fulfil wider professional responsibilities**

- A) Make a positive contribution to the wider life and ethos of the school
- B) Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support
- C) Deploy support staff effectively.
- D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.
- E) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.

## **PART TWO: PERSONAL AND 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.