



UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

Job Description

Who we are:	The University of Cambridge Primary School is an Inclusive, Innovative and Ambitious school. We are committed to challenging the status-quo, to engage in research, to ask different questions about education and release our imaginations. We are bold enquiring educators, following John Dewey's statement that 'the most important attitude that can be formed is that of desire to go on learning'. We empower and educate all children and adults to ask better questions, develop positive attitudes to learning through playful enquiry, oracy and dialogue and strong habits of mind. We challenge thinking in the pursuit of innovative ideas. Our mission: to support the development of education for all children, everywhere.
Role	Class Teacher
Responsible to:	Executive Headteacher
Scale Grade:	Main Scale 4-6
Purpose:	Class Teachers at UCPS are committed to developing themselves as reflexive practitioners. All class teachers from Main Scale 2 take the leadership of a curriculum area, as directed by the Executive Headteacher. Demonstrating a pursuit of excellence in their own teaching practice e, they strive to find ways through for every child in their class; they are research-informed especially in relation to inclusion. They develop themselves and engage in a wide variety of professional learning, both self-directed (including professional reading) and provided by the school. They are not afraid to ask for help, to acknowledge their strengths and areas for development and are committed to fostering a culture of respect, professional courage and innovation. They model our qualities of engagement competencies (MS1-3: Level 1; MS3-6: Level 2) with a positive proactive attitude to finding ways through for every child. They are passionate about education, children and inclusion. They are highly organised, diligent and efficient. They have an excellent relationship with children. They ensure they understand school policies and enact these to their very best with a willingness to learn and adapt their practice with coaching and guidance.

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Purpose of Job

To ensure the very highest expectations for all children with a positive proactive attitude to finding ways through for every child. To model the ethos and vision of the school to ensure the tenets of Ambition, Innovation and Inclusion are achieved within a framework inspired by our values and ethics.

1. To assist the school leadership in ensuring the very best learning experience for children in our school
2. To carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Executive Headteacher and the accountabilities expected of class teachers at the University of Cambridge Primary School.
3. To demonstrate a passion for learning and education, striving to develop yourself and others and teach to a high standard, meeting the National Teachers' Standards.
4. To be committed to be a lifelong learner.

Principal Accountabilities

Accountabilities	Impact and outcomes
Safeguarding: MS4-6 Teachers promote a robust safeguarding culture, following all safeguarding policies	
1. To ensure that safeguarding, health and safety and educational policies are understood and followed to the highest standard	<ul style="list-style-type: none"> • Risks assessments are compliant • Health and Safety review indicate best practice • Safeguarding practices of team are strong (as determined by internal and external review)
Education MS 4-6 teachers are improving the quality of education (specifically the quality of teaching and curriculum offer) in their year group, as determined by the school policies and guidance documents.	
2. To carry out professional duties of a teacher as described in the Teachers' Standards and pay documents including those duties assigned to the Phase Leader by the Directors and/or Executive Headteacher and defined in the Teaching and Learning guidance documents. 3. Specifically: <ol style="list-style-type: none"> a. Plan, prepare, teach and share exciting, challenging and engaging lessons; Assess and record learning; Evaluate attainment and progression of pupils; ensure supportive relationships with pupils 4. Take an active in implementing and supporting others in implementing the behaviour policy. Be accountable for the highest standards of behaviour and motivation through effective teaching across the Year group. 5. Develop positive relationships with families by	<ul style="list-style-type: none"> • Teaching quality is consistently either good or better consistently across the phase group and/or shows progress of quality of teaching because of your influence, leadership and management. • NQT and RQT teachers' practice has been supported and noticeable improvements made • 100% of children make expected progress from their starting points and related to their individual needs • Create learning environments that enable children to learn: promoting independence and taking ownership of their learning. Support others in doing the same. • Learning of all children shows that those with SEND are working towards set target and supporting documents (pupil

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<p>communicating and consulting with parents of pupils;</p> <ol style="list-style-type: none"> 6. Lead assemblies, taking turns on the school rota, and to prepare class/year group contributions to open assemblies performances to parents; 7. Participate in School Performance Management procedures; 8. Proactively keep professional skills up to date and maintain a personal professional development file as a record of ongoing training and it's wider impact; 9. To evaluate externally provided training attended (see training folder) and to feedback useful information to aid wider school development; 10. Promote the safeguarding of the health and safety of the whole school community when on school premises or when engaged in school activities elsewhere; 11. To work with the Head or Deputy of any concerns about any of the children in your care; seeking advice when necessary and act on it in a timely fashion 12. Consistently implement the aims of University of Cambridge Primary School and support others to do the same 13. Actively engage in the community life of the school (School Fairs, Christmas Events, other celebrations etc.) Taking opportunities to lead such events. 	<p>passports EHCPs) are used to adapt teaching reflexively</p> <ul style="list-style-type: none"> • Assessments are used formatively to move learning on for all children; targeting key children to make accelerated progress if required • Outcomes from children reflect the creative teaching used and innovative ways of recorded the learning. Lessons are consistently engaging and children's enthusiasm for learning is clear. • Learning environments and teaching embrace diversity in a way that reflects back to the children who they are and where they come from – finding ways to embed the diverse diversities in all lessons and extend this in to the wider school • Planning demonstrates an a clear and deep understanding of how children learn and how adaptations have been made to cater for all. • NQT and RQT teachers re supported in adapting their teaching • Responsive journals are used to target next steps for children who require support or challenge and for key groups of children: Pupil premium, EHCP and those who are vulnerable and impact of this intervention is clear in next steps • Professional reflective journals illustrate the professional readings read and how they have impacted practice • Behaviour is almost always pro-social because systems are adhered to, communication between different stakeholders is timely and clearly sets high expectation. • Anti-social behaviour is managed highly effectively and support is given to others when managing incidents of anti-social behaviour • Consistently implement the school behaviour policy to quickly and sustainably reduce the amount of difficult behaviour • Keep consistent records of behaviour for each child in the behaviour folder and
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	<p>support others to use theirs</p> <ul style="list-style-type: none"> • Reflect on dangerous behaviour situations and plan accordingly to minimise risk of future occurrences, creating and supporting others in making risk management plans
<p>People (Leadership & Developing Others): MS4-6 teachers are committed to developing themselves and are key to supporting a collaborative working community; they mentor and guide new teachers; reiterating key messages in policy about learning and teaching expectations.</p>	
<p>14. Establish good working relationship and good working practices, supporting others to do the same</p> <p>15. Committed to robust self-review, willingness to seek support and evaluation of practice, offering support to others who need or ask for it</p> <p>16. Take accountability for the impact of their work on children’s outcomes</p> <p>17. Take responsibility for continued personal learning and seek advice with a growth mindset spirit and with an enthusiasm for self-improvement</p>	<ul style="list-style-type: none"> • People in your team highly rate your collaboration, involvement and support • Professional reflections document self review • Evidence that your support has impacted the practice of others • Evidence of coaching sessions, meetings or discussions had with leadership show reflections made and how they impacted practice • School documents evidence proactive engagement in processes (appraisal, handover etc) • Parents/carers say that concerns are handled well when raised with you • Members of your team site your support or sharing experiences to help them manage a parental concern or complaint
<p>Inclusion: MS4-6 teachers are unswerving in their duty to promote the highest research-informed principles of inclusion.</p>	
<p>18. To model principles of inclusion as stated in our Diversity Strategy and SEND policies and practices to be realised.</p> <p>19. To promote a <i>Learning Without Limits</i> culture within the cluster, in line with the school ethos, vision and mission statements.</p> <p>20. To understand and be the voice for vulnerable children’s needs, both seeking and providing support so all take responsibility for the full inclusion of these children into school life and learning.</p>	<ul style="list-style-type: none"> • Children with SEND make good or better progress because your teaching and culture of inclusion • An ‘ethic of everybody’ is demonstrated in your classroom and teaching – reflecting back to the children who they are and where they come from • Your “ethic of everybody” extends beyond your classroom and supports others to develop theirs • Vast majority of parents/carers of children with SEND or entitled to Pupil Premium or in other vulnerable categories say that the school has supported their child • Minutes of meetings (including LABS, Leadership Minutes, Learning Support

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	Meetings, Data Pupil Progress meetings) show expertise in finding ways to address underperformance of children
Organisation & Communication: MS 2-6 teachers understand and are committed to developing systems to be organised; they understand that communication is a two way process and they follow all school systems to enable the smooth running of the school.	
<ol style="list-style-type: none"> 21. Inspire confidence in the community through precise and passionate communication of the school's work 22. Ensure deadlines are met consistently 23. Take responsibility for the communication of matters to leadership 24. To be proactive and enthusiastic in nurturing partnerships within the locality 	<ul style="list-style-type: none"> • Deadlines are consistently met, often before the deadline, with work to a high standard • All communication is consistent with the UCPS 'tone' and values • Positive feedback is received from external partnerships about your work and the work of your team • Members of your team state that you have been supportive and offered guidance • Meetings are efficient and well documented with clear actions and identified accountabilities and delegations.
Outcomes: MS 4-6 teachers review performance data of their class, ensuring assessments are carried out following direction from senior leaders and report to Phase Leaders using school policies and systems.	
<ol style="list-style-type: none"> 25. Ensure that educational standards are ambitious, through securing excellent analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design; 26. Take leadership of a curriculum team 27. Ensure that all available data are used to identify strengths and weaknesses of the class and present a coherent, understandable and accurate account of the class to a range of audiences which may include governors, parents and all members of the school team. 28. Work in partnership with other members of the wider team challenging ideas of one another, holding each other to account in a spirit of collaboration and striving for highest professional standards 29. To attend meetings as appropriate with the Governing Body and parents and to provide such reports and information as required. 30. To help provide training and workshops for parents/ carers 	<ul style="list-style-type: none"> • Demonstrative evidence of rich curriculum opportunities that promote progress, academic outcomes and children's well being • High quality planning that leads to Quality First Teaching in your classroom and impact of this seen in others' practice too • Pupil Strategy meetings are well prepared for and agreed actions are acted on in a timely manner • Evidence of proactive involvement and engagement with Learning Support Meetings and agreed actions acted on in a timely manner • Your peers rate highly your involvement, contributions and support when discussing learning and outcomes for children
Learning Environments: MS 4-6 teachers creatively contribute to creating happy, purposeful and inclusive learning environments worthy of sharing with other educators across the globe	

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<p>31. To take responsibility for the health and safety the class and support others to do this in theirs</p> <p>32. To ensure your class is presented in ways defined by our Learning Environment policies and always ready to model our high expectations to all visitors</p> <p>33. To ensure that areas beyond your classroom are presented in a way that models our high expectations</p> <p>34. To demonstrate innovative responses to learning environments and challenge preconceived positions about the organisation of class and learning space</p>	<ul style="list-style-type: none"> • Learning environments are well ordered, organised, respond to the needs of children, engaging and tidy • Learning environments address the need of language and vocabulary acquisition • Learning environments support children to be more independent and develop their agency • Children are observed to be proactive, highly engaged and learning knowledge and skills effectively • Learning environments embrace diversity
<p>Financial Management: Year Group Leaders ensure they use public money effectively</p>	
<p>35. Manage a designated curriculum budget, as required, ensuring that the school achieves value for money in all circumstances</p> <p>36. Ensure that all resources, especially those of high value, are accounted for, stored and managed effectively within the phase</p> <p>37. Follow Financial systems as directed by the Business Director or/and Executive Headteacher</p>	<ul style="list-style-type: none"> • Orders are completed in a timely way • Well organised control of equipment is excellent • IT equipment and other assets are accounted for and stored securely

How Year Group Leaders Work

An essential aspect of our People Strategy (which will be available on the school intranet) is to inspire everyone to help children to flourish with the school's values at the heart of all they do. Being part of the University of Cambridge raises the stakes of all we do, because as public servants in a high profile school, we are accountable to children, parents, our wider community, and the University. We are committed to upholding high professional standards to ensure that we are credible, authentic and community leaders: this is determined by **what we do** and **how we do it**. We have defined six categories of key competencies which we call 'Qualities of Engagement'.

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Professional Duties

General

1. Alongside the Executive Headteacher and Senior Management Team promote the school within the local community.
2. To represent the school at meetings within Children's Services, Faculty of Education and outside when necessary.
3. The job description and allocation of particular responsibilities may be amended from time to time in relation to the school's needs and changes in Teachers' Pay and Conditions. As a class teacher you will be expected to:-

Teaching and Learning

To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.

4. Plan, prepare and teach exciting, challenging and engaging lessons;
5. Assess and record learning carried out by pupils;
6. Evaluate attainment and progression of pupils;
7. Support School behavioural policies encouraging reinforcement of positive behaviour.
8. Work within our values framework so that every child's voice is heard and valued and to ensure that respect for all people, from all backgrounds, religions and minority groups are welcomed and included.

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9. Develop supportive relationships with pupils;
10. Strive to develop positive relationships with families by communicating and consulting with parents of pupils;
11. Liaise with school staff, parents and other professionals to support pupils learning;
12. Participate in meetings as deemed necessary;
13. Provide oral and written assessments, reports and references relating to individual pupils as required;
14. Plan as part of a year/phase group, contributing ideas and sharing resources with colleagues;
15. Lead assemblies occasionally, taking turns on the school rota, and to prepare class/year group contributions to open assemblies performances to parents;
16. Participate in School Performance Management procedures;
17. To keep professional skills up to date and maintain a personal professional development file as a record of ongoing training;
18. To evaluate externally provided training attended (see training folder) and to feedback useful information to aid school development;
19. Promote the safeguarding of the health and safety of the whole school community when on school premises or when engaged in school activities elsewhere;
20. To inform the Executive Headteacher or Director of Education of any concerns about any of the children in your care;
21. Support and implement the aims of University of Cambridge Primary School.
22. To participate in the community life of the school (School Fairs, Christmas Events, other celebrations etc.)

Management

To support and promote efficient and effective management of the school so that children and parents have a positive experience of life at school

1. As well as a class teacher role, leading an aspect of the curriculum linked with personal interests, skills and career progression opportunities will be expected.
2. To assist the school leadership in the day to day running of the school on occasion
3. To model and assist in facilitating consistently good communication within the school and sustain the personal motivation colleagues within the school.

Research informed pedagogies: Continuing Professional Development

To support the leadership team and staff body in achieving a high quality learning community, principled on our ethos and vision:

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1. We want all staff to be inspired by actively engaging with their professional development through, (but not exclusively):
 - a. Designing, implementing and evaluating action research
 - b. Working with academics, under the leadership of the Executive Headteacher, and be involved in external research projects
 - c. Keeping abreast of the latest developments and thinking by reading regularly
 - d. Coaching and mentoring; working collaboratively with all staff members to coach, mentor and share expertise to raise standards of teaching and learning
 - e. Self-evaluation and peer review.
2. To engage in high quality professional learning opportunities within the school.
3. To participate in the Performance Management of Staff to inform their individual CPD plans.
4. To be actively engaged in research: by being informed (through reading and personal study) and working with colleagues at the University in generating new research

Stakeholders

To raise the profile of the school with all stakeholders and engage with outside agencies for the benefit of the school

1. To attend meetings as appropriate with the Governing Body and parents and to provide such reports and information as required.
2. To help provide training and workshops for parents / carers
3. To support the senior leadership team in establishing partnerships within the locality and further afield
4. Establish and consolidate links with neighbouring pre-school providers and other relevant professionals (e.g. social services, speech therapists, health visitors, educational psychologists, etc.)

Research and professional reading commitments:

We hope to inspire all staff to be excited and engaged in research and will strive to find opportunities for staff to develop this aspect of their professional learning. We would expect staff to undertake at least 5 days dedicated to the research aspect of the University of Cambridge Primary School and ensure that they keep abreast of current educational research and practice. This may involve attending conferences, professional reading, preparing projects, writing papers for journals or chapters in books or other such related activities. Our unique relationship with the University of Cambridge will facilitate this research aspect of our professional teaching community. There are three extra INSET days to facilitate this research learning.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

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