



Headteacher: Mrs S Amin B. Ed (Hons) NPQH
Gossey Lane, Kitts Green, Birmingham B33 0DS

Telephone: 0121 464 2909

Website: www.gosseylane.academy Email: enquiry@gosseylane.academy

Registered Company No: 08531479

JOB DESCRIPTION

Classroom teacher

Job Title/Post: Classroom Teacher

Contract: Full Time

Salary: Main Scale – UPS

Responsible to: The Headteacher

Responsible for: To be directed

At Gossey Lane Academy we will give our children the skills and experiences to enable them to:

- be confident, independent and active learners
- experience success and do even better than they thought they could
- continue their journey towards a full, successful and happy adult life

We are a thriving school, and we embrace our whole community and admit any child living in our area regardless of gender, social, ethnic, religious background or disability.

You are required to undertake an appropriate share of the duties attached to teachers generally within the school as set out in paragraphs 37-40 (inclusive) of the School Teachers Pay and Conditions Document, under the reasonable direction of the Headteacher and/or the Executive Headteacher.

Job Purpose:

In addition, you are required to undertake the following responsibilities which may or may not be included above.

Job Description

To ensure effective teaching and learning by:

- having a detailed knowledge of the development and progression of subject(s) taught.
- keeping up to date with developments in pedagogy for the subject(s) taught.
- setting appropriate and demanding targets for pupils' learning and motivation.
- identifying clear teaching objectives, content, structure and sequences to ensure all pupils have the opportunity to reach their potential in subject taught, and in literacy, numeracy and ICT.
- using teaching methods which keep pupils engaged, including stimulating curiosity, effective questioning and response, clear presentation and good use of resources.

- responding securely to subject-related questions which pupils raise and pupils' common misconceptions and mistakes.
- securing high standards of pupil behaviour, through well-focused teaching, establishing appropriate rules which pupils respect; and dealing with inappropriate behaviour in line with the behaviour policy.
- using learning plans and pupil passports to set subject specific targets, give targeted support and keep records of progress.

To ensure effective assessment and evaluation by:

- assessing how well learning objectives have been achieved and use this assessment information to inform future teaching.
- marking and monitoring pupils' class and homework, providing constructive written feedback and setting targets for pupils' progress.
- making accurate assessments against attainment targets and performance levels associated with the taught curriculum.
- setting targets for improving pupils' achievement and securing progress through using appropriate teaching strategies.

To involve parents and the local community by:

- informing parents through oral and written reports on their children's attainment, progress, development and how they can help them to improve.
- contacting parents if their child's progress is less than expected and responding to all communications from parents.
- providing opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- liaising with agencies responsible for pupils' welfare.

To develop self and support the development of teams by:

- setting a good example to the pupils in their presentation and personal conduct.
- evaluating their own teaching critically and using this to improve their effectiveness.
- taking responsibility for implementing school policies and their own professional development.
- establishing effective working relationships with professional colleagues and support staff.
- appraising staff through Performance Management and using the process to develop the effectiveness of all staff.
- deploying support staff and other adults effectively in the classroom, involving them in the planning and management of pupils' learning.
- attending calendared meetings, contributing to discussions and implementing agreed actions.

To ensure that resources are used effectively by:

- selecting and making good use of books, ICT and other learning resources which enable teaching objectives to be met.

General duties are to:

- attend assemblies and register the attendance of pupils.
- promote the general progress, well-being and social, cultural, spiritual and moral development, including the core British Values, of pupils at the school.
- provide support and guidance to pupils on educational and social matters.
- teach pupils whose teacher is unavailable for up to 39 hours a year.
- provide accurate group lists and other information required by administrative support or leadership and management.
- fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

- To be responsible for a curriculum area.
- carry out duties and responsibilities necessary for the smooth running of the school, as required by the Headteacher.
- Support the ethos and vision of the Multi-Primary School Trust by responding to requests from the MAT and engaging in MAT activities appropriate to role.

**OBSERVANCE OF THE MULTI-PRIMARY SCHOOL TRUST'S
EQUAL OPPORTUNITIES POLICY WILL BE REQUIRED**

Signed: _____ *(Head Teacher)*

Signed: _____ *(Post-holder)*

Date: _____

GOSSEY LANE PRIMARY SCHOOL

CLASS TEACHER PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> *Qualified teacher status *Degree 	<ul style="list-style-type: none"> *Post graduate study *Further professional development
PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> *Recent, relevant in-service training in current educational practice. ** A willingness to undertake further training and professional growth 	<ul style="list-style-type: none"> *Evidence of further professional training/development.
EXPERIENCE	<ul style="list-style-type: none"> **Successful experience of teaching and assessment in Early Years/ Early Primary phases * Evidence of good or better teaching outcomes. ** Knowledge and experience of implementation of support targets from EHCPs and individual target plans for SEND pupils 	<ul style="list-style-type: none"> **Experience of teaching in a specialist or resource base provision **Experience of subject leadership or supporting colleagues in a mentoring or coaching capacity
KNOWLEDGE	<ul style="list-style-type: none"> **Knowledge of the National Curriculum at Primary level and the Early Years Framework/ Development Matters. ** A strong understanding of High-Quality Teaching and what this looks like in a Primary setting ** Understanding of the importance of safeguarding culture in schools. 	<ul style="list-style-type: none"> **Awareness of pupil tracking and assessment processes **Experience in using interventions to enhance pupil progress
SKILLS AND ABILITIES	<ul style="list-style-type: none"> **High level of written and oral communication skills. **Ability to relate effectively to pupils, staff, parents and governors. ** Ability to work with external agencies and implement advice and guidance within the classroom **Able to implement positive behaviour management strategies to support and engage pupils. *Able to work with colleagues to plan and deliver curriculum as a team – within the classroom and across year groups. 	

	<p>**A reflective practitioner who is proactive in seeking out professional growth opportunities.</p> <p>*High levels of competency in using ICT for planning, teaching and assessment</p>	
OTHER	<p>**A commitment to raising standards for all pupils and the creation of an inclusive environment</p> <p>**A commitment to involve parents, governors and the community in the work of the school.</p> <p>**An awareness, understanding and commitment to equal opportunities.</p> <p>**Professional manner and appearance.</p> <p>** High levels of personal resilience with a good sense of humour</p>	
CONTRA INDICATOR	*Record of offences against children.	

Those elements marked * will be assessed from your application.

Those elements marked ** will be assessed from your application and at interview.