



# JOB DESCRIPTION

## Class Teacher

<b>REPORTS TO:</b>	Director of Primary Standards / Headteacher / Senior Leaders
<b>PAYSCALE:</b>	Main scale 1 to 6 (£34,398 to £46,839 per annum)
<b>LOCATION</b>	Roydon Primary Academy
<b>TERMS:</b>	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Director of Primary Standards and Headteacher.
<b>CONTRACT:</b>	Permanent

### PURPOSE OF THE JOB

- Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.
- Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Liaison with:

- The post-holder is also expected to liaise and interact with Pupils, Parents/Carers, the immediate staffing team as well as the wider BMAT team and key stakeholders.

## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

### Specific Responsibilities

- Be responsible for the learning and achievement of all pupils in the class and ensuring equal opportunities for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils

### Main Expectations of the role

A Teacher must:

- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Evaluate their own teaching critically to improve effectiveness.
- Have a secure knowledge of the relevant curriculum area, foster and maintain pupils' interest in the subjects, and address misunderstandings.
- 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.
- Keep up to date with the national developments in teaching practices and methodology.
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Impart knowledge and develop understanding through effective use of lesson time.
- Provide clear structures of lessons maintaining pace, motivation and challenge.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Prepare and present informative reports to parents and carers.

### Additional duties

- To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

### Other specific duties:

- To ensure teacher standards are adhered to at all times.
- To continue personal development as agreed.
- To assist with the carrying out of risk assessments as appropriate
- To ensure that Health and Safety policies and procedures are followed
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Director of Primary Standards, Head Teacher that is not mentioned in the above
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

- To be aware of the responsibilities of all staff to protect personal data under the GDPR, work in accordance with the school's data protection policy and to ensure that any suspected data loss or theft is reported immediately, as directed

## **Safeguarding Children**

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## **English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

## **General responsibilities common to all members of staff**

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

### Person Specification – Class Teacher

		Essential	Desirable
Qualifications and documentation	Qualified Teacher Status (QTS) in the UK, or an equivalent recognised teaching qualification	X	
	Bachelor's degree or higher in Education, Primary Education, or a related subject	X	
	Postgraduate teaching qualification (PGCE or equivalent), where applicable	X	
	Evidence of relevant professional development and a commitment to continuing professional learning.	X	
	Additional training or specialist qualifications (e.g., SEND, phonics, early reading, or subject leadership).		X
Experience	Experience teaching in a primary school setting (EYFS, KS1, or KS2)	X	
	Experience planning and delivering engaging lessons across the primary curriculum that meet the needs of all learners	X	
	Experience managing classroom behaviour and creating a safe, inclusive, and supportive learning environment	X	
	Experience supporting pupils with a range of needs, including those with SEND and pupils working at greater depth	X	
	Experience assessing pupil progress and adapting teaching to support learning and development	X	
	Experience leading or supporting extracurricular activities such as clubs, school events, or enrichment activities.		X
	Experience working with intervention groups or targeted support programmes		X
Knowledge	Good understanding of the National Curriculum for Primary Education and expectations for EYFS/Key Stages 1 and 2	X	
	Understanding of the Ofsted Education Inspection Framework and expectations for effective teaching and learning	X	
	Knowledge of effective teaching strategies for early reading, phonics, mathematics, and core subjects	X	
	Ability to assess, monitor, and track pupil progress using assessment data to inform teaching	X	
	Confidence in using digital tools and school systems (e.g., Microsoft Office, learning platforms, or school management systems)	X	

	Understanding of KS responsibilities and child protection procedures	X	
	Knowledge of effective classroom practice that supports pupil attainment and wellbeing	X	
	Knowledge of phonics schemes (e.g., Read Write Inc, Little Wandle, etc.).		X
	Experience with school systems such as Bromcom or similar MIS platforms		X
Skills / Competencies	Strong communication skills, both written and verbal, to engage pupils and support learning	X	
	Ability to work collaboratively with colleagues, teaching assistants, and the wider school community	X	
	Strong organisational and time-management skills, with the ability to plan effectively and meet deadlines	X	
	Ability to build positive relationships with pupils, parents, and staff	X	
	Ability to lead a subject area or contribute to curriculum development		X
Personal Qualities	Enthusiastic and committed to inspiring a love of learning across the primary curriculum	X	
	Patient, caring, and supportive, with a commitment to helping every child reach their full potential	X	
	A reflective practitioner who is open to feedback and committed to professional development	X	
	Reliable and professional, with a commitment to safeguarding, equality, and inclusive education	X	
	Willingness to contribute to wider school life, including trips, clubs, and school events		X