



HACKNEY NEW PRIMARY SCHOOL

Job Description

Class Teacher KS2

Start: September 2026

Our Upper Key Stage 2 Teacher will be first and foremost an exceptional class teacher and therefore expected to undertake all the professional duties of a teacher, under the current terms and conditions specified in the School Teachers' Pay and Condition and under the reasonable direction of the Headteacher.

In fulfilment of all responsibilities and duties, class teachers should show a commitment to the aims, policies and ethos of the school, and strive to maintain these through personal conduct and effective relationships with colleagues, pupils and the wider community.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Overview of the role:

The role of the Teacher is critical in delivering a broad and balanced curriculum, facilitating a positive learning environment where all students feel supported and encouraged to reach their full potential. They design engaging lessons, assess student progress and provide constructive feedback to raise standards of student attainment. Additionally, teachers collaborate with other teaching staff, pastoral staff, external agencies where needed, and parents to support the personal development of students, addressing their individual needs and promoting inclusivity.

To teach pupils and to carry out other associated duties as are reasonably assigned by the headteacher.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- Meet the expectations set out in the Teachers' Standards

Duties and responsibilities

- Identify clear learning objectives, content, lesson structures and sequences, in order to plan and deliver engaging lessons to students with the appropriate amount of constructive challenge.
- Plan, resource and teach well-structured lessons to assigned classes, following the school's plans, curriculum and scheme of work.

- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Set appropriate and demanding targets for students' learning, building on prior attainment and considering each student's need, including those with SEND.
- Adapt teaching style and the curriculum to meet the needs of all students within the subject, including SEND, high ability and EAL, identifying potential misconceptions and areas of productive struggle, responding to gaps and areas of development in students' work.
- Use teaching strategies that engage students and enable them to master conceptual understanding, including stimulating students' intellectual curiosity and effective questioning and response.
- Understand and have knowledge of curriculum content to contribute to engaging curriculum design, developing schemes of work and suitable assessments for each learning cycle.
- remote high standards of literacy, oracy and the correct use of standard English.
- Set homework to consolidate and extend the knowledge and understanding of students have acquired.
- Participate in arrangements for preparing pupils for internal and external tests
- To value and display children's work

Standards and Achievement

Targets

- Setting clear and challenging targets for each pupil that build on prior attainment

Assessment and Feedback

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Give students regular verbal and written feedback to respond to, guiding them to reflect on their progress and planning re-teaching where needed to address misconceptions and close gaps.
- Review student work and identify strengths and gaps to inform future lesson planning and teaching.
- Use formative and summative assessment to secure students' progress.
- Evaluate students' target and performance data and analyse students' progress towards these targets.
- Assess and record children's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the child is achieving
- Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.
- Use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those taught and to raise levels of attainment.

- Know how to use reports and other sources of external information related to assessment in order to provide children with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and contribute to the development, implementation and evaluation of the policies and practice of our school, including those designed to promote equality of opportunity.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Teaching and Learning

Planning

- Identify clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
 - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Identify and provide opportunities for learners to develop literacy, numeracy, computing and thinking and learning skills appropriate within their phase and context.
- Seek to innovate in the experiences planned for children

Subject Knowledge

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Management of Learning

- Build a positive inclusive learning environment by implementing clear routines for classroom behaviour, promoting good and courteous behaviour both in classroom and around the school, in accordance with the academy's behaviour policy.
- Set high expectations for students' behaviour, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Deploy support staff effectively, ensuring they have lesson content and learning outcomes in advance.
- Identify children with additional needs and adapt provision accordingly
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline
- Use a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to children, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills
 - promote creativity and a range of learning experiences
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Child Centred Learning

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children .
- Know the local arrangements concerning the safeguarding of children.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Leadership and Management

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
Make use of the local arrangements concerning the safeguarding of children and young people
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them

Pupil and Community Voice

- Actively seek and welcome feedback from parents and carers
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate their own teaching critically to improve effectiveness
- Prepare and present informative reports to parents
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- (a) Communicate effectively with learners and colleagues;
(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well being of children, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate. Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in school learning and learning in out-of-school contexts.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Qualified teacher status ● Degree 	<ul style="list-style-type: none"> ● Evidence of recent professional development related to teaching and learning.
Experience	<ul style="list-style-type: none"> ● Successful teaching within the Upper Key Stage 2 ● proven track record in raising pupil attainment ● working in partnership with parents 	<ul style="list-style-type: none"> ● Successful experience of teaching in Year 6
Knowledge and understanding	<ul style="list-style-type: none"> ● Good subject knowledge and understanding of the National Curriculum ● An understanding of what an excellent education looks like in the classroom. ● Able to plan for progression across the attainment range, designing effective learning across a series of lessons ● Ability to use data to inform planning and match work to pupils' needs ● Ability to adapt teaching to meet the pupil' needs ● An understanding of the strategies needed to establish consistently high expectations. ● Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. ● Understand the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child protection ● Good understanding of a range of positive behaviour management ● Ability to build effective relationships with pupils 	<ul style="list-style-type: none"> ● Key Stage 1 experience ●
Skills	<ul style="list-style-type: none"> ● Promote the school's aims positively, and use effective strategies to motivate and inspire pupils; ● Develop good personal relationships within a team; 	

	<ul style="list-style-type: none"> ● 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 challenging, effective and stimulating learning environment. ● Able to use ICT effectively 	
Personal Qualities	<ul style="list-style-type: none"> ● Adaptability to quickly adjust teaching methods to meet the needs of all students. ● Flexibility to be able to handle unexpected situations with professionalism. ● Patience in interactions with a variety of students and situations, with a calm demeanour. ● Responsive to coaching and feedback. ● Resilience to manage challenging behaviour or difficult situations with professionalism. ● Commitment to maintaining confidentiality at all times ● Commitment to safeguarding and equality 	
Special Requirements	<ul style="list-style-type: none"> ● Successful candidate will be subject to an enhanced Disclosure and Barring Service Check. ● Right to work in the UK. ● Evidence of a commitment to promoting the welfare and safeguarding of children and young people. ● Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services. 	