



WESTCOUNTRY
SCHOOLS TRUST

WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

Job Title:	Class Teacher
Location:	Across the Trust (based at Ermington Primary School currently)
Grade/salary:	Main Pay Scale/Upper Pay Scale
Hours:	1.0 FTE
Reports to:	Headteacher
Responsible for:	N/A
Key relationships:	Class Teachers

Job Purpose

The Class Teacher supports the effective operation of the trust and works to uphold and promote its vision and values.

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity 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
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and Responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

1. At all times demonstrate and uphold WeST's core values, ensuring that behaviour, actions and decisions align with the principles that guide our work.
2. Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
3. Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
4. Experience in delivery of Phonics.
5. Be accountable for the attainment, progress and outcomes of pupils' you teach



6. Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
7. Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
8. Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
9. If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
10. Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
11. Make accurate and productive use of assessment to secure pupils' progress
12. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
13. Use relevant data to monitor progress, set targets, and plan subsequent lessons
14. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
15. Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

16. Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
17. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
18. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
19. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
20. Have high expectations of behaviour, promoting self-control and independence of all learners
21. Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
22. Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team Working and Collaboration

23. Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
24. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
25. Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments



26. Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
27. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
28. Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Fulfil wider professional responsibilities

29. Work collaboratively with others to develop effective professional relationships
30. Deploy support staff effectively as appropriate
31. Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
32. Communicate and co-operate with relevant external bodies
33. Make a positive contribution to the wider life and ethos of the school

Administration

34. Register the attendance of and supervise learners, before, during or after school sessions as appropriate
35. Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional Development

36. Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
37. Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
38. Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

39. To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
40. Perform any reasonable duties as requested by the Headteacher
41. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
42. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
43. Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
44. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.



PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-LED CULTURE (The WeST Way) - It is important to us that your values align with ours:			
Collaboration:			
We are "Stronger Together," sharing expertise across the trust to lift every school	E		X
Aspiration:			
We refuse to accept that geography or disadvantage dictates destiny	E		X
Integrity:			
We act ethically, transparently, and with financial propriety	E		X
Compassion:			
We recognise need and act with positive intention to support wellbeing	E		X
Respect:			
We value diversity, listen to our communities, and treat every individual with dignity	E		X
QUALIFICATIONS:			
First degree with QTS or First degree & Post-graduate Certificate in Education or equivalent	E	X	X
QTS/QTLS	E	X	X
English and Maths GCSE	E	X	X
EXPERIENCE:			
Teaching experience with the age range applying for	E	X	
Experience in delivery of Phonics	E	X	
KNOWLEDGE, SKILLS AND ABILITIES:			
Create a stimulating and safe learning environment	E	X	X
Establish and maintain a purposeful working atmosphere	E		X
Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies	E		X
Assess and record the progress of pupils' learning to inform next steps and monitor progress	E		X



Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom	E		X
Teach using a wide variety of strategies to maximise achievement for all children including those with special education needs and high achievers, and to meet different learning styles	E	X	X
Encourage children in developing self-esteem and respect for others	E	X	x
Deploy a wide range of effective behaviour management strategies successfully	E		X
Communicate to a range of audiences (verbal, written, using ICT as appropriate)	E	X	X
Use ICT to advance pupils' learning and use common ICT tools for their own and pupils' benefit	E	X	X
Evidence of a commitment to promoting the welfare and safeguarding of children and young people	E		X