



Astrea Academy Trust

INSPIRING BEYOND MEASURE

Role Profile

Class Teacher

Hexthorpe Primary
Academy

ROLE SPECIFICATION

Academy / Department	Hexthorpe Primary Academy
Post title	Class Teacher
Responsible to	Principal
Full time Salary	MP1 – UPS3
Pension	Teachers' pension
Working Pattern	Full Time, Maternity Cover
Working Hours	Monday to Friday
Line Management Responsibility	No

ROLE SUMMARY

To maintain a high standard of quality care and education through an excellent balanced, varied, and fun curriculum. To teach children, in accordance with academy aims and policies and National Curriculum requirements, to achieve their maximum potential. To promote the welfare of children within the academy and to safeguard their interests at all times. To work effectively as a member of the teaching team contributing to the care and holistic well-being and development of children.

Key Responsibilities and Duties:

- ★* Set high expectations which inspire, motivate and challenge all pupils.
- ★* Promote good progress and outcomes by all pupils.
- ★* Deliver well-structured, engaging lessons tailored to meet the diverse needs of learners.
- ★* Adapt teaching to respond to the strengths and needs of all pupils.
- ★* Demonstrate strong subject and curriculum knowledge, ensuring high-quality instruction.
- ★* Use assessment effectively to track pupil progress and inform future learning.
- ★* Manage classroom behaviour effectively to create a positive and safe learning environment.
- ★* Contribute to the wider professional responsibilities within the academy.

Set high expectations which inspire, motivate and challenge all pupils:

- ★* Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- ★* Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- ★* Demonstrate consistently the positive attitudes, values and behaviour which are expected of all pupils. Promote good progress and outcomes by all pupils.

Promote high standards of attainment, progress and outcomes for all pupils:

- ★* Plan differentiated teaching to build on pupils' capabilities and prior knowledge.
- ★* Guide pupils to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary.
- ★* Demonstrate knowledge and understanding of how pupils learn and how this

impacts on teaching.

- ★* Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- ★* Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interests in these subjects and address misunderstandings and misconceptions.
- ★* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard English, whatever the teacher's specialist subject.
- ★* Ensure all pupils have access to a broad, balanced and relevant curriculum.

Plan lessons (in line with expectations) and teach well-structured lessons:

- ★* Impart knowledge and develop understanding through effective use of lesson time.
- ★* Promote a love of learning and children's intellectual curiosity.
- ★* Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- ★* Reflect systematically on the effectiveness of lessons and approaches to teaching.
- ★* Contribute to the design and provision of an engaging curriculum.

Adapt teaching to respond to the strengths and needs of all pupils:

- ★* Know when and how to differentiate appropriately, using approaches which enable pupils to learn more effectively.
- ★* Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and implement strategies to overcome these.
- ★* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning to support pupils' education at different stages of development.
- ★* 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.
- ★* To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of pupils.

Make accurate and productive use of assessment:

- ★* Make accurate and productive use of assessment in line with the expectations of the academy.
- ★* Make effective use of a range of assessment for learning techniques to measure progress in lessons.
- ★* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- ★* Make use of formative and summative assessment to secure pupils' progress.
- ★* Use relevant data to monitor progress, set targets and plan subsequent lessons.

- ★* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

- ★* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy.
- ★* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- ★* Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them.
- ★* Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

Fulfil wider professional responsibilities:

- ★* Make a positive contribution to the wider life and ethos of the academy.
- ★* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- ★* Deploy support staff effectively (where available).
- ★* Take responsibility for improving performance through appropriate professional development, responding to advice and feedback from colleagues.
- ★* Communicate effectively with parents, carers and external agencies with regard to pupils' achievements and well-being.

Personal and Professional Conduct:

- ★* Demonstrates a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy.
- ★* Has professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality.
- ★* Understands and acts within the statutory frameworks which set out professional duties and responsibilities.

Values:

- ★* Makes the education of pupils within the academy the main purpose of the role of the teacher.
- ★* Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective.
- ★* Acts with honesty and integrity at all times.
- ★* Is able to forge positive professional relationships.

Safeguarding/Child Protection:

- ★* Understands, accepts and follows the academy's Safeguarding / Child Protection procedures in order to protect the safety of all children and

vulnerable adults.

★ To report matters of concern in line with the academy procedure.

PERSON SPECIFICATION

	Essential	Desirable
Education and Training		
Qualified Teacher Status	•	
Understands and values the processes of planning monitoring and evaluation as an aid to raising standards.	•	
Evidence of participation in professional development or study		•
Commitment to ongoing and professional development	•	
Knowledge of the National Curriculum requirements	•	
Experience		
Successful teaching experience	•	
Successful classroom experience in a primary setting.	•	
Displays excellent teaching skills with a range of strategies	•	
Evidence of a commitment to self-improvement as a professional	•	
Knowledge		
Clear knowledge of and commitment to Safeguarding	•	
A thorough understanding of current educational issues	•	
Professional Skills		
Excellent classroom practitioner	•	
Ability to relate to and motivates pupils	•	
Works well within and contributes to team development	•	
Ability to work under pressure and recognise and manage stress	•	
Highly organised	•	
Good written and oral communication skills	•	
The ability to interpret statistics to support academy improvement	•	
Enthusiasm and determination	•	
Ability to establish and maintain good relationships with students, teachers and parents	•	
Responds effectively to daily challenges	•	
Ability to inspire the trust, confidence and respect of pupils, staff and the community.	•	
Personal Qualities		
Confident, enthusiastic and motivated with a passion for people practice	•	
Commitment to self-development and continual improvement	•	

Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these	•	
Commitment to Diversity, Equity and Inclusion	•	
Ability to command credibility and respect		
Flexible and organised approach to work	•	
High levels of resilience and emotional maturity	•	
Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	
High level of integrity with an ability to self-evaluate and reflect	•	

GENERAL RESPONSIBILITIES

- ★* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★* Commitment to continual learning and development of skills.
- ★* Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★* Demonstrate an excellent record of attendance and punctuality.
- ★* Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Keeping Children Safe in Education (KCSIE 2024)
 - Child Protection and Safeguarding Policy
- ★* Work cooperatively as part of the Trust wide staff team.
- ★* This role profile is not exhaustive and undertaking other duties may be required.

THIRD PARTY CHECK

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	No
Is this role a Senior Leadership Role with management responsibility for the academy?	

APPLICATION PROCESS

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application

forms are comprehensive. If you have any difficulties completing, please do contact recruitment@astreaacademytrust.org