

Sonning CE Primary School

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity

Job title	Class Teacher	Employer	The Keys Academy Trust
Responsible to	KS Lead, Deputy Head and Headteacher	Grade/salary range	MPS, depending on experience
Employment status	Permanent	Hours of work	1.0 FTE

Scope		
Financial Accountabilities	NO	
• Budgets directly controlled	NO	
• Budgets monitored on day-to-day basis	NO	
Responsibility for staff	YES	TAs within class
Management of Physical Assets	YES	Assets within class

Safeguarding statement

We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to the following:

- Providing a safe environment for children and young people to learn in.
- Identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Undertaking regular training to keep up-to-date with current legislation.

Job Description

Main job purpose

The school welcomes teachers who are of a high professional standard. All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers – except those who are Early Career Teachers (ECTs) – will have a lead responsibility for at least one curriculum area across the whole school and will be supported in that role by the Senior Leadership Team (SLT).

This member of staff may be deployed, under the direction of the Heads of School, to any year group within Polehampton CE Nursery, Infant or Junior Schools, and is expected to fulfil the duties stated below. This is all in line with / in addition to carrying out the duties of a class teacher, as outlined in the latest School Teachers' Pay and Conditions Document.

In detail:

- Day to day management of planning, teaching and learning within the class.
- Be an excellent classroom practitioner; working in accordance with the school's policies, under the direction of the SLT.
- Have a positive impact on educational progress.
- Secure progress of every child including those who are SEND, PP and other key groups of pupils.

Teaching, learning, curriculum and assessment

Teach well-structured, engaging and high-quality lessons which move on learning and meet all learners' needs:

- Identify clear learning objectives and specify how they will be delivered, resourced and assessed.
- Set clear targets, building on prior attainment.

- Identify SEND, EAL and/or higher attaining pupils.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Maintain good conduct and learning behaviours in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour and standards of work.
- 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 pupils, give attention to errors and misconceptions.
- Evaluate own teaching critically to improve effectiveness.
- To take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English, through the implementation of Read Write Inc and Mathematics.
- To contribute to the whole school development activities.

Participate fully in class and within the school team:

- Teach in a classroom within the schools, as determined by the Heads of School.
- Ensure a high standard of provision for pupils, working together with the leadership team (including high expectations).
- Ensure the effective and efficient deployment of classroom support.
- Line manage and performance manage identified staff.
- Lead, manage and develop a curriculum area and/or to lead and manage pupil development across the curriculum.
- Be an excellent classroom practitioner.
- Have an impact on educational progress beyond their assigned pupils.
- Actively participate in whole-school self-evaluation and school development planning.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school.
- Ensure the smooth running and organisation of your class on a day-to-day basis.
- Form an effective partnership with other teachers for a seamless transition when your pupils move into the next year group.

Make accurate and productive use of assessment:

- Keep appropriate and efficient records, integrating formative and summative assessment into planning.
- Monitor and review the curricular provision in your class in terms of:
 - breadth and balance ensuring that the school's strategic curriculum plans are being followed.
 - review pupil progress through the analysis of data, ensuring information is used for planning and target setting across the school.
 - ensuring completion and transfer of records and implementation of all policies.
 - differentiation and personalised learning goals for pupils (together with the leadership team).
- Assess and record pupils' 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 pupil is achieving.
- Monitor children's progress and evaluate progress and performance.
- Liaise effectively with parents, giving feedback and encouraging parents to support their children at home.
- Prepare and present informative reports to parents.

Fulfil wider professional responsibilities:

- Prepare and present displays of pupils' work.
- Undertake administrative duties such as letter writing and organisation of class events, including trips. This includes risk assessing events.
- Participate in activities relating to the wider school community, such as running a club, PTA events, sports days, productions, plays and concerts. This includes community events.
- Attend team and staff meetings as required.

- Be a mentor to student teachers as part of the role, when required.
- Undertake professional duties that may be reasonably assigned by the Heads of School.
- Support the development of a highly effective Key Stage team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress.
- Assist pupils on arrival and departure from school.
- Liaise with and support parents, carers and family members.
- Supervise pupils as they move about the school between sessions.
- Supervise children at playtimes.

Personal and professional conduct

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality:

- Follow and adhere to the vision, values and ethos of Polehampton and The Keys Academy Trust.
- Follow the Code of Conduct as set out by the schools, as well as in with the Teachers' Standards section and The Keys Academy Trust's document.
- Be responsible for ensuring that the schools' Safeguarding and Child Protection Policy is adhered to and concerns are raised in accordance with this policy.
- Set a good example in terms of dress, punctuality and attendance (including at school events and trips).
- Ensure that policies are translated into practice by the team and that you bring to the attention of the leadership team any policies which may need revisions or amendments.
- Take a lead in securing and embedding within your class the pastoral and behavioural support systems present in the school.
- Participate in regular team meetings with team members.
- Take assemblies where appropriate.
- Act as a mentor for new staff and visitors within your class.
- Provide advice and guidance to staff, pupils and others. This includes liaising with parents, where appropriate.
- Liaise with colleagues to identify group and individual training needs and provide support for colleagues within your area of responsibility.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities:

- Read, understand and follow all policies, with particular emphasis on those relating to safeguarding, internet safety and conduct.
- Maintain confidentiality for pupils (unless contravening a safeguarding rule), staff and other adults within the school community.

Teachers must be a beacon of professional conduct and support in the school and within the Trust:

- Be creative, warm, engaging and transparent.
- Be well organised, calm and positive.
- Be able to quickly engage and build appropriate relationships with children.
- Have high levels of emotional literacy.
- Be dependable and reliable.
- Be willing to go the extra mile, have high levels of stamina, energy and determination.
- Be an effective team member and a model of professionalism.
- Be flexible, resilient and be able to respond quickly to changes.

Administrative tasks:

Teachers are expected to complete the following administrative tasks:

- Manage, monitor and account for any budget for your curriculum area.
- Organise and monitor the use of resources.

- Be responsible for the organisation, planning and evaluation of the school programmes for your subjects.
- Be responsible for the organisation of all assessment tasks within your class.
- Support and maintain collaborative, productive working relationships with school staff and professionals from external agencies.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and students.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation, extra-curricular and pastoral functions of the school.
- To take part in marketing and liaison activities such as open evenings, parents' evenings and events with Trust schools.
- To organise and run transition sessions for prospective new entrants into the school.
- To contribute to the running of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- To take responsibility for own professional development and duties in relation to school policies and practices.
- To liaise effectively with all stakeholders.
- Comply with any other duties that reasonably fall within the purview of the post which may be allocated after consultation with the post holder.

Person Specification

Qualifications and Training	Essential	Desirable	MOA
Qualified Teacher Status (QTS).	X		A/C
Degree.	X		A/C
DBS clearance	X		A/C
Relevant training or qualifications.		X	A/C
Safeguarding training.		X	A/C
First aid training.		X	A/C
Skills / abilities	Essential	Desirable	MOA
Data analysis skills, and the ability to use data to set targets and identify weaknesses.	X		A/I/R
Understanding of high-quality teaching based on evidence, and the ability to model this for others and support others to improve.	X		A/I/R
Effective communication and interpersonal skills	X		A/I/R
Excellent attention to detail.	X		A/I/R
Maintain confidentiality at all times.	X		A/I/R
Understanding of the wider community and willingness to engage with out-of-school activities (e.g. school fayres).	X		A/I/R
Create a happy, challenging and effective learning environment, contributing to the raising of standards.			
Set high expectations which will inspire, motivate and challenge pupils.			
Promote good progress and outcomes by pupils.			
Plan and teach well-structured lessons matching the needs of all pupils.			
Provide effective feedback through marking to pupils.			
Promote the school's aims and Christian ethos.			
Establish and develop close relationships with parents, governors and the community.			
Communicate effectively (both orally and in writing) to a variety of audiences.			
Assume responsibility for a curriculum area.			
Experience	Essential	Desirable	MOA
Teaching experience.	X		A/I
Teaching experience within EYFS, KS1 and/or KS2.	X		A/I
Experience of working with SEND pupils.	X		A/I

Experience of working effectively with a wide range of external partners and agencies.	X		A/I
Knowledge and understanding of the preparation and administration of statutory National Curriculum tests.		X	A/I
Experience of assessing using Sonar.		X	A/I
Experience of leading INSET and commitment to further professional development		X	A/I
Personal qualities	Essential	Desirable	MOA
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the trust and school.	X		A/I/R
Ability to work under pressure and prioritise effectively.	X		A/I/R
Commitment to maintaining confidentiality at all times.	X		A/I/R
Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position of trust in the school.	X		A/I/R
Ability to work constructively as part of a team.	X		A/I/R
A sense of responsibility and purpose.	X		A/I/R
Good organisation skills, attention to detail.	X		A/I/R
An ability to use initiative and prioritise work.	X		A/I/R
Being accurate and well organised in approach to work.	X		A/I/R
Excellent time management skills.	X		A/I/R
High expectations for accountability and consistency.	X		A/I/R
A good sense of humour and a positive outlook on life and challenges.	X		A/I/R
Knowledge and skills			
An understanding of key principles and the aptitude to develop and apply these further.	X		A/I/R
An ability to analyse data and evidence of higher-level IT skills.	X		A/I/R
An ability to keep abreast of and interpret legislation and regulations.	X		A/I/R
Ability to work to a deadline.	X		A/I/R
Good analytical skills.	X		A/I/R
Knowledge of local government finance.	X		A/I/R
Good level of written and oral communication skills.	X		A/I/R
Ability to contribute positively to a team.	X		A/I/R
Work-related Personal Requirements	Essential		
Committed to equality of opportunity.	X		A/I/R
Other Work Requirements	Essential		
A commitment to safeguarding and promoting the welfare of all pupils and the willingness to undertake appropriate child protection training when required.	X		A/I/R
Suitability to work with children.	X		A/I/R
Participate in training and development activities.	X		A/I/R

Key: MOA=Method of Application, A=Application, I=Interview and assessment, R=Reference, C=Certificate