



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Role Profile

Class Teacher

Atlas Academy

ROLE SPECIFICATION

Academy / Department	Atlas Academy - Astrea Academy Trust
Post title	Class Teacher
Responsible to	Assistant Principal
Full time Salary	MPS
Pro-Rata Actual Salary	N/A
Working Pattern	Mon-Fri
Pension	Teachers Pension
Working Hours	32.5 hours per week
Line Management Responsibility	No

Role Summary

As a Primary Class Teacher, you will plan and deliver engaging, well-structured lessons that inspire and challenge pupils of all abilities. You will create a safe, inclusive learning environment, promote positive behaviour, and support pupils' academic and personal development. Using assessment effectively, you will track progress and adapt teaching to meet individual needs. You will work collaboratively with colleagues, parents, and external agencies, contribute to school life, and uphold high professional standards, including safeguarding responsibilities, to ensure every child achieves their full potential.

Key Responsibilities & Duties

- ★* Set high expectations which inspire, motivate and challenge all pupils.
- ★* Promote good progress and outcomes for all pupils.
- ★* Demonstrate good subject and curriculum knowledge.
- ★* Adapt teaching to respond to the strengths and needs of all pupils.
- ★* Plan lessons (in line with minimum expectations) and teach well-structured lessons.
- ★* Make accurate and productive use of assessment.
- ★* Manage behaviour effectively to ensure a good and safe learning environment.
- ★* Fulfil wider professional responsibilities.

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 for 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 assessments 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 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.

Safeguarding / Child Protection:

- ★ Understand, accept, and follow the academy's safeguarding and child protection procedures to ensure the safety and well-being of all children and vulnerable adults.
- ★ Promptly report any concerns in accordance with the academy's safeguarding policy.

PERSON SPECIFICATION

	Essential	Desirable
Education and Training		
Qualified Teacher Status	•	
Knowledge of the National Curriculum requirements	•	
Evidence of participation in professional development or study	•	
Commitment to ongoing and professional development	•	
Experience		
Proven successful teaching experience ideally in a Primary Setting	•	
Displays excellent teaching skills with a range of strategies	•	
Proven ability to manage classroom behaviour effectively and create a positive learning environment.	•	
Knowledge		
Ability to plan engaging, differentiated lessons and manage time and resources efficiently	•	

The ability to interpret statistics to support academy improvement	•	
Clear knowledge of and commitment to Safeguarding	•	
Professional Skills		
Excellent written and oral communication skills	•	
The ability to be able to communicate effectively in a range of situations and be able to adapt style and approach were necessary to achieve the desired outcome	•	
Ability to relate to and motivate pupils	•	
High level personal IT skills and the ability to use these effectively in a range of situations	•	
Ability to work under pressure and to deadlines	•	
Works well within and contributes to team development	•	
Prioritises pupil welfare and follows safeguarding procedures rigorously	•	
Personal Qualities		
Confident, enthusiastic and motivated with a passion for education	•	
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, Equality and Inclusion	•	
Ability to command credibility and respect	•	
Flexible and organised approach to work	•	
Ability to bring energy and a love of learning into the classroom, inspiring pupils to engage and achieve		
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	•	
Communicates clearly and positively with pupils, parents, and colleagues	•	
High level of integrity with an ability to self-evaluate and reflect	•	
Act with honesty, integrity, and professionalism at all times.	•	

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