



WESTCOUNTRY SCHOOLS TRUST JOB DESCRIPTION

Job Title:	Class Teacher
Location:	Sherford Vale School and Nursery
Grade:	MPS/UPS
Hours:	Full Time
Reports to:	Headteacher

Job Purpose

- Be responsible for the learning and achievement of all pupils in the class 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, 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 schoolteacher 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.

This job description provides a general reflection of the key accountabilities associated with the post, and you may be expected to take on other reasonable activities to assist in efficient service delivery.

Emphasis on specific accountabilities and indicators of success will be agreed as part of your PDR.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- 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
- 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
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- 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
- Make accurate and productive use of assessment to secure pupils' progress
- 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
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- 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
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils

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- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- 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

- 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
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- 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
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Administration

Register the attendance of and supervise learners, before, during or after school sessions as appropriate

Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- 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

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- 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

Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- 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
- Perform any reasonable duties as requested by the Headteacher

Trust Obligations

1. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
2. Assist with the production and analysis of regular reports on activity for use management meetings and feedback, as appropriate for the role.
3. Maintain designated databases / files in accordance with Trust policies for data governance, as appropriate for the role.
4. Comply with and promote all Trust policies, including Safeguarding, Health and Safety, and Equality & Diversity.

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PERSON SPECIFICATION

E = Essential, D = Desirable

<p>Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.</p>	<p>Essential or Desirable</p>	<p>Application Form</p>	<p>Interview (or other selection activity)</p>
<p>Qualifications:</p>			
<p>First degree with QTS or First degree & Post-graduate Certificate in Education or equivalent</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>QTS/QTLS or working towards in the next 6 months</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>English & Maths GCSE</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>Experience:</p>			
<p>Teaching experience with the age range applying for</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>Knowledge, Skills and Abilities:</p>			
<p>Create a stimulating and safe learning environment</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>Establish and maintain a purposeful working atmosphere</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>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.</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>Assess and record the progress of pupils' learning to inform next steps and monitor progress.</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>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.</p>	<p>E</p>	<p>X</p>	<p>X</p>
<p>Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.</p>	<p>E</p>	<p>X</p>	<p>X</p>

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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	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
Further Requirements:			
Right to work in the UK	E	X	X
Successful candidate will be subject to an enhanced Disclosure and Barring Service Check	E	X	X
Evidence of a commitment to promoting the welfare and safeguarding of children and young people	E	X	X
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X

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