

## **Job Description**

Job title: KS1 Teacher

Reports to: Head of School / Line Manager

Responsible for: Support worker

Pay Scale: UQ1 to M6 depending on experience

### **Overall, Job purpose:**

Class teachers will be responsible for the education and welfare of the children in their care, in accordance with the requirements of Conditions of Employment of School Teachers, within the context of our school's aims and ethos.

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and support a designated curriculum area as appropriate.

Monitor and support the overall progress and development of pupils as a teacher/ Personal Tutor

Facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment and supporting pupils' social,

emotional and mental health needs **Principal Duties and Responsibilities**

### **Managing Pupil Learning:**

- Ensure long term and medium term are adhered to and short terms plans written ● Set high standards and expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes for pupils. ● Demonstrate good subject and curriculum knowledge ● To teach to the highest standard.
- To promote a level of learning and children's intellectual curiosity.
- Teach pupils according to their educational and social emotional needs, including the setting and marking of work including homework.
- Assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils.
- Ensure that ICT, Reading, Writing, Communication and maths, and Social, Moral, Cultural and Spiritual developments are reflected in the teaching/learning experience of pupils.

- Ensure a high quality learning experience for pupils which meets internal and external quality standards.
- Prepare and update subject materials.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of pupils as requested by external bodies and school procedures, including marking of classwork and homework
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

#### Planning and setting expectations:

- Identify clear learning objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for all children's learning and motivation. Set clear targets for children's learning, building on prior attainment.
- Identify children who have special educational needs and know where to get help in order to give positive and targeted support. Implement and keep records on pupil targets sheets.

#### Curriculum Provision

- Assist Subject Leaders, to ensure that curriculum areas provide a range of teaching which complements the school's strategic objectives.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils and the school's mission and strategic objectives.

#### Management

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of pupils.
- Track pupil progress and use information to inform teaching and learning.
- Assist Subject Leaders to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and the pupils.

### Communication and Liaison

- Communicate effectively with the parents of pupils as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- Follow agreed policies for communications in the school.

### General Duties

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements
- To undertake any other duties that are within the grade and scope of the post, as determined by the Head of School
- To undertake annual mandatory and statutory training as directed by the Trust or School.

### Developing self and working with others

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues Scope

The post-holder will be based at one of the Trust schools and may be expected to work across the Trust, travelling from time to time to other Trust sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

### Safeguarding

Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

Internal  
Internal

### **Person Specification**

| Criteria       |  |     | How tested       |
|----------------|--|-----|------------------|
| Qualifications | <ul style="list-style-type: none"><li>• Qualification in English and Mathematics</li></ul> | QTS | Application form |

|            |   |          |   |
|------------|---|----------|---|
| Experience | <ul style="list-style-type: none"> <li>• Experience working with children and young people Able to</li> <li>• build and maintain excellent relationships Excellent verbal</li> <li>• and written communication skills Able to work as</li> <li>• part of the wider team and work on own initiative Able to work under</li> <li>• pressure, plan ahead and prioritise workload Accurate and efficient record</li> <li>• keeping and filing Excellent communication skills at all levels,</li> <li>• both in school and within the wider</li> </ul> | Internal | Application form<br>Application form<br>Application form<br>Application form<br>Application form<br>Application form<br>Application form<br>Application form /Interview |
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|  | school community<br><ul style="list-style-type: none"> <li>• Professional at</li> </ul> |  |  |
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|                      | <p>all times, demonstrating and modelling school values</p> <ul style="list-style-type: none"> <li>• Experience of producing reports.</li> </ul>   |          | <p>Application form / Interview</p> <p>Application form</p>                    |
| Knowledge and Skills | <ul style="list-style-type: none"> <li>• Ability to build rapport and an effective working relationship with young people and colleagues quickly</li> <li>The relevant aspects of the National curriculum,</li> <li>• foundation stage, Curriculum Guidance and other statutory requirements</li> </ul> <p>Ability to work with parents and carers</p> <p>Understanding and commitment to Safeguarding and</p> <ul style="list-style-type: none"> <li>• promoting</li> <li>• </li> </ul> | Internal | <p>Application / Interview</p> <p>Application / Interview</p> <p>Interview</p> |

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|  | <ul style="list-style-type: none"> <li>• the welfare of young people</li> </ul> <p>Identify clear learning objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught</p> <ul style="list-style-type: none"> <li>• Set appropriate and demanding expectations for all children's learning and motivation. Set clear targets for children's learning, building on prior attainment.</li> </ul> <p>Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources</p> | <p>Internal</p> | <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> |
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|  | <ul style="list-style-type: none"> <li>• Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through wellfocused teaching and through positive and productive relationships - in line with the school's Trauma Informed Behaviour Policy.</li> </ul> | <p>Internal</p> | <p>Interview</p> |
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| Personal attributes | <ul style="list-style-type: none"> <li>• Adaptable to working within a team</li> <li>Ability to</li> <li>• communicate effectively with a range of stakeholders</li> <li>Ability to work</li> <li>• effectively as a member of a multidisciplinary team</li> </ul> |  | Application Form / interview<br>Interview<br>Interview |
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Internal  
Internal

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|  | <ul style="list-style-type: none"> <li>• Good training and coaching skills</li> <li>• Good organisation, planning and prioritisation skills</li> <li>• Ability to use own initiative</li> <li>• Ability to solve problems quickly and decisively and able to stay calm in a crisis</li> <li>• Physically and emotionally resilient in order to work with children and young people who may have challenging behaviour</li> <li>• Good appreciation of health and safety in the workplace, data protection principles and equal opportunities</li> </ul> | Internal | <p>Interview</p> <p>Interview Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> |
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