



Russell Street Infant School

STARS – Safe, Together, Achieve, Resilient, Special

Teacher

STARS, ensuring all children are Safe, Together, Achieve, Resilient, Special

JOB DESCRIPTION

Job Title	Responsible to
Class Teacher (MPS-UPS)	Headteacher / Year Group Lead

Job Purpose
<ul style="list-style-type: none"> To fulfil the professional duties of a Class Teacher as outlined in the School Teacher's Pay and Conditions document. To consistently meet the expectations set out in the Teachers' Standards. To carry out any other reasonable requests, at the discretion of the Headteacher, to meet the changing demands of the School.

Main Duties and Responsibilities
<p>Teaching and learning</p> <ul style="list-style-type: none"> - Be relentless in the aim that all children achieve highly - Lead by example by creating a safe, welcoming and inclusive environment that fosters a love of learning - Following the school's curriculum, plan and teach well-structured lessons to high standards that inspire, motivate and challenge children - Adapt teaching to the strengths, needs, interests, experiences and existing knowledge of the children in the class, securing good progress and outcomes - Ensure knowledge builds securely over time, developing a deep understanding in all subjects - Feedback to children in a timely and effective manner to move learning forwards - Assess, monitor, record and report on the learning needs, progress and achievements of children, making accurate and productive use of assessment - Ensure effective use of support staff, including volunteer helpers to ensure prompt, high-quality support <p>Whole-school organisation, strategy and development</p> <ul style="list-style-type: none"> - Uphold the school values of STARS, ensuring all children are Safe, Together, Achieve, Resilient, Special - Ensure that there is a palpable sense of purpose and ambition across the school - Keep up to date with national and international developments that may improve the curriculum - Contribute to the school's self-evaluation on the effectiveness of the curriculum, its intent, implementation and impact - Help to ensure the school's broader curriculum is planned as rigorously as the academic curriculum - Have an overarching responsibility for pupils' achievement and standards in a curriculum area - Make a positive contribution to the wider life and ethos of the school <p>Health, safety and discipline</p> <ul style="list-style-type: none"> - Model the school values ensuring children are calm, considerate and respectful, with a keen understanding of fairness and equality - Ensure warm and supportive relationships underpin the work of the school - Follow the school's agreed behaviour policy at all times - Recognise that health and safety is the responsibility of every employee - Comply with health and safety policies and any school-specific procedures to promote the safety and wellbeing of all members of the school community <p>Professional development</p> <ul style="list-style-type: none"> - Take part in the school's GROW performance management procedure - Where appropriate, support the professional development of others - Reflect on own performance to identify strengths and areas for development, taking part in further training in order to improve own teaching

- Seek out opportunities to build the appropriate skills, qualifications, and/or experience needed for the role
- Demonstrate a generous approach to the sharing of knowledge and expertise, showing commitment to the development of a learning community for all

Communication

- Communicate effectively with all members of the school community, always maintaining transparency and honesty
- Liaise with outside agencies when appropriate to contribute positively to the education of children

Working with colleagues and other relevant professionals

- Develop effective professional relationships with colleagues, working collaboratively to secure the best possible outcomes for all members of the school community
- Liaise with colleagues in other schools, sharing knowledge and expertise and working collaboratively
- Communicate knowledge and understanding of children to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Access support and advice from external agencies

Personal and professional conduct

- Adhere to the school's Code of Conduct at all times
- Uphold public trust in the profession and maintain high standards of ethics and behavior, within and outside school
- Maintain high levels of confidentiality and act with integrity at all times
- Have proper and professional regards for the ethos, policies and practices of the school and adhere to these consistently
- Maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out the professional duties and responsibilities of a teacher
- Promote equality and treat everyone with fairness and dignity

Safeguarding and child protection

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of children, including sharing concerns
- Promote the safeguarding of all children in the school, including online
- Record any safeguarding matters promptly and in a timely manner using the agreed school system

Additional expectations for the upper pay range

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values and to have a sustained and substantial positive impact.
- Have extensive knowledge of assigned subjects and curriculum areas, related pedagogy and assessment procedures
- Provide a critical role in the life of the school
- Be a role model for teaching and learning, including behaviour
- Make a distinctive contribution to the raising of children's standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve children's learning
- Lead on designated areas of teaching and learning, pedagogy and/or curriculum initiatives
- Provide pastoral care as required and be aware of mental health and wellbeing needs
- Provide advice, coaching and mentoring to other teachers to help them develop and meet the relevant standards

PERSON SPECIFICATION

Qualifications/ Education/ Training	<ul style="list-style-type: none"> - Qualified to degree level - Qualified Teacher Status - Further professional qualifications (Desirable)
Knowledge/ Experience	<ul style="list-style-type: none"> - Experience of working or training within primary schools - A thorough understanding of the National Curriculum/EYFS and assessment requirement and arrangements - Experience of planning units of work with a clear progression of knowledge and skills that are appropriate to the needs of the children - An in-depth and up-to-date knowledge of a range of teaching, learning and behaviour management strategies and how to implement them effectively - A secure understanding of effective pedagogy in primary education - Experience of teaching children with a range of SEND, including children with SEMH needs and evidence of implementing strategies to secure success in their learning - Knowledge and understanding of the importance of equal opportunities, multicultural education and inclusion - A sound knowledge of computer software relevant to the curriculum - Experience of using of both formative and summative assessment to make accurate judgements about children’s attainment and progress and to plan next steps in learning - Know how to use local and national data/statistics to evaluate the effectiveness of teaching - Knowledge of legal requirements, national policy and guidance regarding the safeguarding of children
Personal Qualities	<ul style="list-style-type: none"> - An alignment with the ‘STARS’ values of the school, staying true to these values and vision - A reflective practitioner who is able to successfully identify their own areas of strength and development with a view to improving children’s outcomes - A willingness to champion new ideas and show an ability to think outside the box - A willingness to embrace different ideas and ways of thinking - High expectations for all members of the school community - A commitment to developing respectful, supportive and trusting relationships with all members of the school community, contributing to an overall positive working and learning environment - An ability to maintain high levels of energy and enthusiasm towards your role and the development of the school - An integrity and honesty on all you do

Russell Street School is committed to safeguarding and protecting the welfare of children and expects all staff and volunteers to share this commitment. We follow safer recruitment practice and all appointments are subject to satisfactory DBS checks. In addition, references will be requested for short listed applicants prior to interview and will form part of the interview process.