



UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

Job Description

Who we are:	The University of Cambridge Primary School is an Inclusive, Innovative and Ambitious school. We are committed to challenging the status-quo, to engage in research, to ask different questions about education and release our imaginations. We are bold enquiring educators, following John Dewey's statement that 'the most important attitude that can be formed is that of desire to go on learning'. We empower and educate all children and adults to ask better questions, develop positive attitudes to learning through playful enquiry, oracy and dialogue and strong habits of mind. We challenge thinking in the pursuit of innovative ideas. Our mission: to support the development of education for all children, everywhere.
Role	Class Teachers
Responsible to:	Executive Headteacher
Scale Grade:	Main Scale 1-3
Purpose:	Class Teachers at UCPS are committed to developing themselves as reflexive practitioners. All class teachers from Main Scale 2 take the leadership of a curriculum area, as directed by the Executive Headteacher. Demonstrating a pursuit of excellence in their own teaching practice e, they strive to find ways through for every child in their class; they are research-informed especially in relation to inclusion. They develop themselves and engage in a wide variety of professional learning, both self-directed (including professional reading) and provided by the school. They are not afraid to ask for help, to acknowledge their strengths and areas for development and are committed to fostering a culture of respect, professional courage and innovation. They model our qualities of engagement competencies (MS1-3: Level 1; MS3-6: Level 2) with a positive proactive attitude to finding ways through for every child. They are passionate about education, children and inclusion. They are highly organised, diligent and efficient. They have an excellent relationship with children. They ensure they understand school policies and enact these to their very best with a willingness to learn and adapt their practice with coaching and guidance.

Purpose of Job

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We take our Prevent Duty seriously and promote British Values at all times. Equality for all children, staff and volunteers is embedded in our ethos, thus meaning discrimination of disability, race, religious beliefs, gender, sexual orientation, sexual identity and gender identity is not tolerated. Appointment to this post will be subject to an enhanced Disclosure and Barring Service check and satisfactory references.

To ensure the very highest expectations for all children with a positive proactive attitude to finding ways through for every child. To model the ethos and vision of the school to ensure the tenets of Ambition, Innovation and Inclusion are achieved within a framework inspired by our values and ethics.

1. To assist the school leadership in ensuring the very best learning experience for children in our school
2. To carry out the duties of a school teacher as set out in the Pay and Conditions Document and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Executive Headteacher and the accountabilities expected of class teachers at the University of Cambridge Primary School.
3. To demonstrate a passion for learning and education, striving to develop yourself and others and teach to a high standard, meeting the National Teachers’ Standards.
4. To be committed to be a lifelong learner.

Principal Accountabilities

Accountabilities	Impact and outcomes
Safeguarding: Ms1-3 adhere to a robust safeguarding culture, following all safeguarding policies	
1. To ensure that safeguarding, health and safety and educational policies are understood and followed to the highest standard	<ul style="list-style-type: none"> • Risks assessments are compliant • Health and Safety review indicate best practice • Safeguarding practices of team are strong (as determined by internal and external review)
Education MS 1-3 teachers are improving the quality of education (specifically the quality of teaching and curriculum offer) in their year group, as determined by the school policies and guidance documents.	
2. To carry out professional duties of a teacher as described in the Teachers’ Standards and pay documents including those duties assigned to the Phase Leader by the Directors and/or Executive Headteacher and defined in the Teaching and Learning guidance documents. 3. Specifically: <ol style="list-style-type: none"> a. Plan, prepare and teach exciting, challenging and engaging lessons; Assess and record learning; Evaluate attainment and progression of pupils; Develop supportive relationships with pupils 4. To be responsible and accountable for the highest standards of behaviour and motivation through effective teaching across the Year group. <ol style="list-style-type: none"> a. Strive to develop positive relationships with families by communicating and consulting with parents of pupils; 5. Lead assemblies occasionally, taking turns on the school rota, and to prepare class/ year group contributions to open assemblies performances to parents; 6. Participate in School Performance Management	<ul style="list-style-type: none"> • Teaching quality is either good or better consistently across the phase group and/or shows progress of quality of teaching because of your influence, leadership and management. • 100% of children make expected progress from their starting points and related to their individual needs • Behaviour is largely pro-social because systems are adhered to, communication between different stakeholders is timely and clearly sets high expectation. • Anti-social behaviour is managed highly effectively • Create learning environments that enable children to learn: promoting independence and taking ownership of their learning. • Learning of all children shows that those with SEND are working towards set target • Assessments are used formatively to move learning on for all children • Outcomes from children reflect the

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<p>procedures;</p> <ol style="list-style-type: none"> 7. To keep professional skills up to date and maintain a personal professional development file as a record of ongoing training; 8. To evaluate externally provided training attended (see training folder) and to feedback useful information to aid school development; 9. Promote the safeguarding of the health and safety of the whole school community when on school premises or when engaged in school activities elsewhere; 10. To inform the Head or Leadership of any concerns about any of the children in your care; 11. Support and implement the aims of University of Cambridge Primary School. 12. To participate in the community life of the school (School Fairs, Christmas Events, other celebrations etc.) 	<p>creative teaching used and innovative ways of recorded the learning</p> <ul style="list-style-type: none"> • Learning environments and teaching embrace diversity in a way that reflects back to the children who they are and where they come from • Planning demonstrates an understanding of how children learn and how adaptations have been made to cater for all • Responsive journals are used to target next steps for children who require support or challenge and for key groups of children: Pupil premium, EHCP and those who are vulnerable • Professional reflective journals illustrate the professional readings read and how they have impacted practice
<p>People (Leadership & Developing Others): MS 1-3 teachers are committed to developing themselves and are key to supporting a collaborative working community</p>	
<ol style="list-style-type: none"> 13. Establish good working relationship and good working practices 14. Committed to robust self review, willingness to seek support and evaluation of practice 15. Take accountability for the impact of their work on children's outcomes 16. Take responsibility for personal learning and seek advice with a growth mindset spirit. 	<ul style="list-style-type: none"> • People in your team highly rate your collaboration and involvement within the team • Professional reflections document self review and how support sought has impacted practice • Evidence of coaching sessions, meetings or discussions had with others show reflections made and impact they have had on practice • School documents evidence proactive engagement in processes (appraisal, handover etc) • Parents/carers say that concerns are handled well when raised with you
<p>Inclusion: MS 1-3 teachers are unswerving in their duty to promote the highest research-informed principles of inclusion.</p>	
<ol style="list-style-type: none"> 17. To adhere to principles of inclusion as stated in our Diversity Strategy and SEND policies and practices to be realised. 18. To work within a <i>Learning Without Limits</i> culture, in 	<ul style="list-style-type: none"> • Children with SEND make good or better progress • Vast majority of parents/carers of children with SEND or entitled to Pupil

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<p>line with the school ethos, vision and mission statements.</p> <p>19. To understand vulnerable children needs and seek support and take responsibility for their full inclusion into school life and learning.</p>	<p>Premium or in other vulnerable categories say that the school has supported their child</p> <ul style="list-style-type: none"> • Minutes of meetings (including LABS, Leadership Minutes, Learning Support Meetings, Data Pupil Progress meetings) show expertise in finding ways to address underperformance of children
<p>Organisation & Communication: MS 1-3 teachers understand and are committed to developing systems to be organised; they understand that communication is a two way process and they follow all school systems to enable the smooth running of the school.</p>	
<p>20. Inspire confidence in the community through precise and passionate communication of the school's work</p> <p>21. Ensure deadlines are met consistently</p> <p>22. To be proactive in reporting to leadership teams</p>	<ul style="list-style-type: none"> • Deadlines are consistently met with work to a high standard • All communication is consistent with the UCPS 'tone' and values • Positive feedback is received from external partnerships about your work and the work of your team • Meetings are efficient and well documented with clear actions and identified accountabilities and delegations.
<p>Outcomes: MS 1-3 teachers review performance data of their class, ensuring assessments are carried out following direction from senior leaders and report to Phase Leaders using school policies and systems.</p>	
<p>23. Ensure that educational standards are ambitious, through securing excellent analytical understanding of how children learn and of the core features of successful classroom practice and curriculum design;</p> <p>24. Take a leadership of a curriculum area (MS2+)</p> <p>25. Ensure that all available data are used to identify strengths and weaknesses of the class</p> <p>26. Work in partnership with other team members, challenging ideas of one another, holding each other to account in a spirit of collaboration and striving for highest professional standards</p> <p>27. To attend meetings as appropriate with the Governing Body and parents and to provide such reports and information as required.</p> <p>28. To help provide training and workshops for parents/carers</p>	<ul style="list-style-type: none"> • Evidence of rich curriculum opportunities that promote progress, academic outcomes and children's well being • Quality planning that leads to Quality First Teaching in your class • Pupil Strategy meetings are well prepared for and agreed actions are acted on in a timely manner • Evidence of involvement and engagement with Learning Support Meetings and agreed actions acted on in a timely manner • Your peers rate highly your involvement and contributions when discussing learning and outcomes for children
<p>Learning Environments: MS 1-3 teachers creatively contribute to creating happy, purposeful and inclusive learning environments worthy of sharing with other educators across the globe</p>	
<p>29. To take responsibility for the health and safety of the class.</p> <p>30. To ensure your class is presented in ways defined by our Learning Environment policies and always ready to model our high expectations to all visitors</p>	<ul style="list-style-type: none"> • Learning environments are well ordered, organised, respond to the needs of children, engaging and tidy • Learning environments address the need of language and vocabulary

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<p>31. To demonstrate innovative responses to learning environments and challenge preconceived positions about the organisation of class and learning space</p>	<p>acquisition</p> <ul style="list-style-type: none"> • Learning environments support children to be more independent and develop their agency • Children are observed to be proactive, highly engaged and learning knowledge and skills effectively • Learning environments embrace diversity
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How We Work

An essential aspect of our People Strategy (which will be available on the school intranet) is to inspire everyone to help children to flourish with the school’s values at the heart of all they do. Being part of the University of Cambridge raises the stakes of all we do, because as public servants in a high profile school, we are accountable to children, parents, our wider community, and the University. We are committed to upholding high professional standards to ensure that we are credible, authentic and community leaders: this is determined by **what we do** and **how we do it**. We have defined six categories of key competencies which we call ‘Qualities of Engagement’.



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Mainscale 1-3 Teachers are expected to demonstrate the following qualities of engagement.

<p>Organisation and Communication: <i>Communicates clearly with others in a confident and professional manner. Plans and organises own workload on a day-to-day basis to meet deadlines.</i></p>
<ul style="list-style-type: none">• Treats other as they wishes to be treated; is open minded and considers the perspective and views of others.• Communicates verbally and in writing, in an open, honest and personable style.• Speaks up in team meetings in a purposeful, confident and humble manner.• Takes personal responsibility for own actions.• Acknowledges when mistakes have been made and comes with solutions to resolve.• Effectively plans to complete tasks within deadlines using tools and techniques, e.g. calendars, to-do-lists, reminders.• Is on time for meetings, works to clear agendas and responds to minutes and action points.• Manages own workload without the need for excessive supervision.
<p>Innovation: <i>Responsive to new ideas and change. Proactively seeks ways to bring improvements to own role.</i></p>
<ul style="list-style-type: none">• Sees change as an opportunity• Applies what has been learnt personally to new situations and work• Reacts positively to change in direction and scope• Shows the courage to challenge self in trying something new• Finds new solutions to old problems
<p>Professional Expertise: <i>Develops a basic knowledge of technical and professional standards to carry out specific tasks within own role.</i></p>
<ul style="list-style-type: none">• Adheres to Code of Conduct and proactively supports the safeguarding culture of the school; is a credible professional in the way they dress and conduct themselves with all stakeholders• Engage in professional dialogue and identifies own development needs to improve outcomes for children as related to specific roles.• Demonstrates a good general knowledge of technical and professional standards• Follows correct procedures in relation to their role• Identifies when more specialist support is required on more complex issues• Knows who to go to and proactively seeks out help with specific educational or professional standards issues.• Responds to challenge from senior colleagues in open and engaged ways.
<p>Inclusive Relationships: <i>Communicates respectfully with all people encountered.</i></p>
<ul style="list-style-type: none">• Shows interest and investment in building and establishing relationships• Gains confidence in engaging with parents• Treats all people with a high positive regard• Uses inclusive and neutral language to include all• Reserve judgement and acts according to the inclusive school vision• Demonstrates the five values of the school: empathy, respect, trust, courage and gratitude through modelling and explicitly (e.g. thanking a colleague)• Shows children that they are liked for who they are and cared for• Shows utter kindness for all children

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Developing Self and Others: *Seeks feedback for opportunities for personal development. Actively seeks to share knowledge and experience with others.*

- Learns from experience to improve future performance.
- Works hard to understand processes and finds answers with minimal supervision.
- Gives and seeks regular, open and honest feedback to enable growth and improvement on all levels.
- Ask questions in order to enhance understanding to obtain new knowledge and skills.
- Develops awareness of own strengths and performance needs and takes steps to address these.

Leadership: *Takes personal responsibility for contributing to the team, helping it to achieve its objectives.*

- Presents a positive can-do attitude
- Understands personal responsibility within role and actively works within a team to realise the best result for all
- Shares new ideas, knowledge and experience with the team
- Is willing to take risks
- Is approachable and willing to discuss and resolve issues amongst peers
- Is committed to working to the best of ability
- Lives out the school values without compromise, committing to doing what is right
- Is imaginative and responds creatively and with curiosity to challenges and problems
- Presents in a highly professional way through dress code, social media profile and through discussions about learning and school.

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