

Stopsley Community Primary School and Nursery



TITLE: Class Teacher

RESPONSIBLE TO: Headteacher / Senior Leadership Team

GRADE: Main scale or Upper Pay Spine

PURPOSE OF POST:

The postholder has a teaching commitment. The teacher will contribute to the School Development Plan, supporting the ethos, aims and vision of the school in accordance with the five outcomes in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

PRINCIPAL RESPONSIBILITIES:

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching.

1. Assist in whole school, year group and lesson planning which meets the needs of all pupils.
2. Co-ordinate / act as a subject specialist in a curriculum area including monitoring and assessment, policy assessment and teaching strategies, consulting with colleagues and feeding back to the Senior Leadership Team.
3. Monitor and assess pupil results and progress, ensuring appropriate records have been kept, and use performance data to inform individual pupil, class and year group targets, lesson planning and the preparation of differentiated work, which meets the needs and potential of all pupils.
4. Support the school's pastoral system, within the year group, class and with individual pupils.
5. Contribute to the school's performance management process, coaching and mentoring colleagues and PGCE / ITT students, as required, monitoring some teaching in the curriculum area and the input of class support staff.
6. Contribute to the effective deployment of support staff and resources (IT and consumables) within the class.
7. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Comply with school policies and procedures in areas such as assessment, marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings and parental events.
8. Ensure personal professional development, being up-to-date in national and local developments, participating in whole school and individualised INSET and sharing with others.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety

- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

DIMENSIONS:

Financial Resources: TBA

DBS

Because of the nature of this job, it will be necessary for an Disclosure and Barring Service check to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on:

www.gov.uk/government/organisations/disclosure-and-barring-service

Application – Supporting Statement

For your Supporting Statement, please ensure you answer the following questions (1500 words max):

- a. Tell us about your relevant experience, providing examples to demonstrate how you meet the experience criteria on the person specification.
- b. Tell us about your skills & abilities, providing examples to demonstrate how you meet the skills and ability criteria on the person specification.
- c. Tell us about your specialist knowledge, education and training relevant to this role as stated on the person specification.
- d. Tell us about your commitment to inclusive teaching and learning, and your awareness of the effects of discrimination on pupils, parents, colleagues and policy.
- e. Tell us how you are able to meet the other requirements as stated on the person specification.

