



Job Description

Job Title	Classroom Teacher
Grade	MPS
Reports to	Head Teacher
Liaison with	Head Teacher, Deputy/Assistant Head Teacher, Other Staff, Visitors, External Agencies, Parents, Pupils, ECC Staff, Governors
Purpose of Job	<p>To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of any statutory and recommended frameworks including the National Curriculum, local authority and Trust/school policies.</p> <p>Responsible for The quality of teaching and learning, achievement and outcomes, personal development, behaviour and welfare of a class of pupils.</p>
Duties	<p>You are required to carry out the duties of a teacher as set out in the School Teacher's Pay and Conditions Document and in accordance with the Teachers' Standards and Trust/school policy.</p> <p>These duties include but are not limited to:</p> <ul style="list-style-type: none"> • To take responsibility for the planning and implementation of appropriate work programmes for all children in the designated class, within the framework of statutory and recommended national and Trust/school policies. • To maintain assessment records and to report on pupils' progress to senior staff and to parents and carers, in accordance with national and Trust/school policy. • To manage additional adults who are deployed to work with the class and/or specific children with identified needs.

<p>Principal Accountabilities</p>	<ul style="list-style-type: none"> ● To plan, differentiate and mark children's work in accordance with national, LA and school curriculum policies. ● In collaboration with senior and subject leaders, to ensure that the children experience a broad, balanced, relevant and stimulating curriculum. ● To ensure a close match between the learning experience offered and the individual needs of the children, so that each child has the opportunity to achieve their full capability. ● To ensure that all children, in all contextual groups, make at least good academic progress and outstanding progress wherever possible. ● To make appropriate educational provision for children with Special Educational Needs and Disabilities (SEND) and those learning English as an Additional Language (EAL), with support, where needed, from the Inclusion Leader and inclusion team. ● To provide children with opportunities to manage their own learning (e.g. Assessment for Learning) and become independent learners. ● To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline. Ensuring proactive response to any safeguarding concerns following Safeguarding policy and procedures. ● To foster each child's self-image and esteem and establish relationships which are based on mutual respect. ● To maintain a high standard of display both in the classroom and in other areas of the school. ● To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning. ● To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work. ● To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school and national policies. ● To communicate and consult with parents and carers and with outside providers. ● To ensure that school aims and objectives, in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice. ● To liaise with school based, Trust and other external bodies and support staff as required. ● To take responsibility for the management of other adults as described in the purpose of this post. ● To be proactive in undertaking continuous professional development (CPD) through self-directed reading, courses and in-service training. ● To become fully conversant with and to promote the skills, attitudes, methods and concepts that are being developed throughout the school as agreed in its aims, giving due regard to new initiatives and the development plan.
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	<ul style="list-style-type: none"> ● To undertake any other reasonable and relevant duties in accordance with the changing needs of the school. ● As appropriate, to take responsibility for a curriculum subject area, as agreed with the Head Teacher.
Key Organisational Objectives	<p>The post holder will contribute to the school's objectives in service delivery by:</p> <ul style="list-style-type: none"> ● Enactment of Health and Safety requirements and initiatives as directed ● Ensuring compliance with Data Protection legislation ● At all times operating within the Trust/school's Equal Opportunities framework, Confidentiality Policies and Staff Code of Conduct. ● Commitment and contribution to improving standards for pupils as appropriate ● Take a proactive role in maintaining and developing an ethos of high morale, positivity, problem solving and personal responsibility. ● Contributing to the maintenance of a caring and stimulating environment for pupils ● EFSPT is committed to Trauma Perceptive Practice; the Essex approach to understanding behaviour and supporting emotional well-being. Being trauma-perceptive means that through our values, policies, and practice, we can effectively support the children, families, and communities in our Trust, creating spaces of belonging and safety that enable everyone to flourish, become resilient, and learn.

PERSON SPECIFICATION

CLASSROOM TEACHER

Essential	Desirable
Qualifications	Qualifications
<ul style="list-style-type: none"> • Qualified Teacher Status • Educated to at least degree level • Evidence of continuous professional development 	
Experience	Experience
<ul style="list-style-type: none"> • Successful Primary teaching and/or working with children or young people in a similar environment. • Relevant use of ICT within the teaching and learning process to enhance the quality of learning • Achieving personal and professional goals 	<ul style="list-style-type: none"> • Have experience of teaching more than one age group or key stage (inclusive of EYFS/KS1/KS3) • Have evidence of outstanding teaching practice
Knowledge and Understanding	Knowledge of and Understanding
<ul style="list-style-type: none"> • Child development and how children learn effectively • The theory and practice of providing for the needs of a child/ren, particularly those with SEND (particularly related to ASC) or EAL • The statutory requirements of all legislation concerning Equal Opportunities, Health and Safety, SEND and Child Protection • Thorough knowledge of the Primary National Curriculum • Effective and positive behaviour management techniques • The monitoring, assessment, recording and reporting of pupils' progress 	<ul style="list-style-type: none"> • Early years and Phonics • Transition process from KS1 to KS2 and KS2 to KS3 • End of Key Stage Statutory Assessments (SATs) • Experience and/or qualifications related to supporting individuals with high and complex SEND needs successfully within a mainstream classroom.
Skills	Skills
<ul style="list-style-type: none"> • Outstanding classroom practitioner • Have an enthusiasm for teaching and learning • Ability to establish positive relationships with children, parents and colleagues. • The ability to differentiate appropriately to meet the needs of different pupils • Good behaviour management using 	<ul style="list-style-type: none"> • An interest/experience in a specific subject area/areas to lead across the school. • Ability to use outdoor environments effectively, to promote active learning • Experience applying Trauma Perceptive • Practice approaches and attachment theory into practice to support pupils

<p>positive strategies and showing compassion/kindness</p> <ul style="list-style-type: none"> • An ability to foster independence in learning • Ability to use assessment to improve children's learning and to inform planning and teaching • Ability to set SMART targets for pupils • Ability to set high standards • Be able to seek advice and support when necessary. • Communicate effectively both orally and in writing to a variety of audiences. 	
Personal characteristics	Personal characteristics
<ul style="list-style-type: none"> • Honesty, openness and integrity • Values and respects the views, needs and rights of children. • Energetic, enthusiastic and positive approach. • Adaptable to changing circumstances • Resilience, good personal and time Management. • Respects and values the different experiences, ideas and backgrounds that others bring. • Empathy and understanding for children (and adults) • Ability to work collaboratively, using the skills and expertise of others to good effect • A commitment to continued personal and professional development, accept and improve on feedback and the ability to reflect on and learn from past experiences. • Absolute commitment to school ethos and vision and that of the Trust (EFSPT). 	<ul style="list-style-type: none"> ▪ Willingness to share ideas and experiences with others