

## **Job Description**

**Job title: KS2 Teacher**

**Reports to:** Headteacher, Deputy Headteacher, Assistant Headteacher

**Pay Scale: UNQ-M3, SEN allowance included**

## **Main Purpose**

To teach pupils and to carry out other associated duties as are reasonably assigned by the headteacher.

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document.
- Meet the expectations set out in the Teachers' Standards

## **Duties and Responsibilities**

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and scheme of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for internal and external tests
- To value and display children's work

## **Standards and Achievement**

### *Targets*

- Setting clear and challenging targets for each pupil that build on prior attainment
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## *Assessment*

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor children's work and set targets for progress
- Assess and record children's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the child is achieving
- Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.
- Use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those taught and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide children with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

## *Professional Standards*

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
  - Maintain an up-to-date knowledge and understanding of the professional duties of teachers and contribute to the development, implementation and evaluation of the policies and practice of our school, including those designed to promote equality of opportunity.
  - Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
  - Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
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- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment

## **Teaching and learning**

### *Planning*

- Ensure long term and medium term are adhered to and short term plans written.
- Teach challenging, well-organised lessons and sequences of lessons that:
  - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
  - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
  - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Identify and provide opportunities for learners to develop literacy, numeracy, computing and thinking and learning skills appropriate within their phase and context.
- Seek to innovate in the experiences planned for children

### *Subject Knowledge*

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

### *Management of Learning*

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential.
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- Identify children with additional needs and adapt provision accordingly
- Provide clear structures for lessons maintaining pace, motivation and challenge
- 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 effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline
- Use a variety of teaching methods to:

-match approach to content, structure information, present a set of key ideas and use appropriate vocabulary

-use effective questioning, listen carefully to children, give attention to errors and misconceptions

-select appropriate learning resources and develop study skills

-promote creativity and a range of learning experiences

- Undertake assessment of pupils as requested by external bodies and school procedures, including marking of classwork and homework.
- Act upon advice and feedback and be open to coaching and mentoring.

## **Child Centred Learning**

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
  - Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
  - Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children .
  - Know the local arrangements concerning the safeguarding of children.
  - Know how to identify potential child abuse or neglect and follow safeguarding procedures.
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- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support

## **Leadership and Management**

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Make use of the local arrangements concerning the safeguarding of children and young people
- Identify and use opportunities to personalise and extend learning throughout school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them
- Help to implement school quality assurance procedures and to adhere to those.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school and department.
- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.

## **General Duties**

- To play a full part in the life of the school community, to lead its distinctive mission and ethos, and to encourage staff and students to follow this example.
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- To lead the school in meeting its legal requirements for worship. To actively promote the school and Trust's corporate policies. To continue personal development as agreed. To lead the implementation and comply with the school's Health and Safety policy and undertake risk assessment as appropriate. To observe the high standards defined in the National Standards of Excellence for Head Teachers
- To undertake annual mandatory and statutory training as directed by the Trust or School.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

## **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 will be expected to work across the Trust, travelling from time to time to school 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:**

Compass 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

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## Person Specification

Criteria	Essential	Desirable	How tested Application/ Interview/ Task
Qualification	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Evidence of a commitment to professional development</li> </ul>		A/I
Experience	<ul style="list-style-type: none"> <li>• Successful teaching within the primary range</li> <li>• working in partnership with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with children with SEN</li> <li>• Supporting students with complex needs</li> </ul>	A/I/T
Knowledge & Understanding	<ul style="list-style-type: none"> <li>• Good subject knowledge and understanding of the National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Strong understanding of how to adapt lessons for pupils with SEND</li> <li>• Ability to manage challenging behaviour</li> </ul>	A/I

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	<ul style="list-style-type: none"><li>● Clear philosophy of primary education which puts the child at the centre of the process</li><li>● Able to plan for progression across the attainment range, designing effective learning across a series of lessons</li><li>● Ability to use data to inform planning and match work to pupils' needs</li><li>● Ability to adapt teaching to meet the pupil' needs</li><li>● Has an awareness of the principles of effective assessment which empowers children as learners</li><li>● Understand the statutory requirements of legislation concerning Equal Opportunities,</li></ul>	<ul style="list-style-type: none"><li>● Familiarity with EHCPs and integrating therapy goals into sessions</li><li>● Strength in teaching early stages of reading</li></ul>	
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	<p>Health &amp; Safety, SEN and Child protection</p> <ul style="list-style-type: none"> <li>• Understands and demonstrates effective teaching and learning styles</li> <li>• Good understanding of a range of positive behaviour management</li> <li>• Identified curriculum strengths</li> <li>• Ability to build effective relationships with pupils</li> </ul>		
Skills	<ul style="list-style-type: none"> <li>• Promote the school's aims positively, and use effective strategies to motivate and inspire pupils;</li> <li>• Develop good personal relationships within a team;</li> <li>• Establish and develop close</li> </ul>		A/I

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	<p>relationships with parents, governors and the community;</p> <ul style="list-style-type: none"> <li>• Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• Create challenging, effective and stimulating learning environment.</li> <li>• Able to use ICT effectively</li> </ul>		
Personal attributes	<ul style="list-style-type: none"> <li>• Able to lead and inspire</li> <li>• Able to work calmly under pressure</li> <li>• Ability to critically evaluate own performance and make any necessary changes to be more effective</li> </ul>	<ul style="list-style-type: none"> <li>• Stamina and resilience</li> <li>• Creativity in session planning and team engagement</li> </ul>	A/I

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	<ul style="list-style-type: none"><li>● Enthusiastic, honest, reliable</li><li>● A passion for child-centred learning</li><li>● Ability to share a dynamic vision for the implementation of programmes and projects</li><li>● A sense of purpose and ability to take personal initiative</li><li>● A sensible, flexible, open-minded and responsive attitude to working with others</li><li>● Ability to work effectively as part of a team and to have a collegiate attitude</li><li>● High quality teaching skills</li><li>● High expectations of pupils' learning and attainment</li><li>● Strong commitment to school improvement and</li></ul>		
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	<p>raising achievement for all</p> <ul style="list-style-type: none"><li>● Ability to build and maintain good relationships</li><li>● Ability to remain positive and enthusiastic when working under pressure</li><li>● Empathy with children</li><li>● Good communication skills</li><li>● Good interpersonal skills</li></ul>		
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