



ST PAUL'S C of E COMBINED SCHOOL



FULL-TIME CLASS TEACHER JOB DESCRIPTION & PERSON SPECIFICATION

Post	Class Teacher
Salary Scale	M1-M6
Hours	Full time
Contract Type	Fixed Term
Reporting to	Senior Leadership Team

Person Specification

Criteria	Qualities
Qualifications, Skills and Knowledge	<ul style="list-style-type: none"> ✚ Qualified Teacher Status (QTS) ✚ Bachelor's Degree in Education or a relevant subject ✚ Strong knowledge and understanding of safeguarding and child protection procedures ✚ Experience working within an Early Years setting or primary school ✚ Secure understanding of the Early Years Foundation Stage (EYFS) framework / Key Stage 1 framework ✚ Experience planning and delivering high-quality continuous provision ✚ Ability to assess, track, and support children's progress and development ✚ Knowledge of supporting children with a range of needs, including SEND ✚ Experience building positive relationships with children, families, and colleagues ✚ Commitment to ongoing professional development and reflective practice
Personal Qualities	<ul style="list-style-type: none"> ✚ Creates a warm, nurturing environment where children feel safe, valued, and supported ✚ Builds strong, positive relationships with children through caring and responsive interactions ✚ Places children's emotional wellbeing at the heart of daily practice ✚ Plans and adapts continuous provision to meet individual needs and interests ✚ Encourages curiosity, independence, and creativity through engaging learning opportunities ✚ Uses a calm, patient approach to support children in taking risks and developing confidence ✚ Promotes a love of learning through enthusiasm and positive encouragement ✚ Works closely with colleagues and families to provide consistent, supportive care ✚ Supports children's social, emotional, and academic development so they can thrive

Duties and Responsibilities

Curriculum

- Be responsible for the learning and achievement of all children in the class ensuring equality of opportunity for all.
- Be aware of children's prior knowledge, plan teaching and differentiate appropriately to build on this, demonstrating an understanding of how pupils learn.
- Ensure that all children can access the full curriculum.
- Have ownership of and follow agreed policies and schemes of work.
- Take responsibility for leading one curriculum subject across the school.

Teaching and Assessment Processes

- Create and adhere to long, medium and short term plans which align with the school's schemes of work.
- Have a clear understanding of the needs of all children and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Use appropriate and varied methods of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for children of all backgrounds and achievement levels, monitoring their progress and levels of attainment.
- Inform parents, the next teacher and school of each individual child's progress keeping purposeful and useful records and using the school's assessment system.
- Set Home Learning and plan other out-of-class activities to consolidate, extend and enrich children's knowledge and understanding.
- Give children regular feedback, both verbally and through written feedback, and encourage children to respond and reflect on progress.

Behaviour and Safety

- Set and expect high standards of work and behaviour in the classroom and around school.
- Be consistent in expectations ensuring that children are treated fairly.
- Be a positive role model and demonstrate consistently the attitudes, values and behaviour which are expected of children.
- Promote the development of a growth mindset with children, valuing perseverance, determination and problem solving.
- Ensure that the classroom is a safe learning environment and that the children understand the rules designed for their safety.
- Create a stimulating classroom environment with relevant displays of children's work and information.
- Organise the classroom effectively, providing appropriate resources and ensure that they are well organised and accessible so children can work efficiently, developing their independence.
- Follow the systems and principles outlined in the School's Behaviour Policy.

Pastoral

- Fulfil responsibilities in terms of safeguarding for all children, understanding that we are all responsible for reporting concerns and to adopt an attitude of "it could happen here".
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Be mindful of the mental health and emotional wellbeing of all children, giving opportunities for them to express their feelings and concerns.
- Celebrate children's effort, showing a positive response to both failure and success.
- Create a climate of trust where children feel valued and confident.
- Support children and families in times of difficulty within a professional capacity.
- Encourage children to share problems and express their views and ideas.

Working with Others

- Be an active team member encouraging and supporting colleagues, sharing experiences, successes, difficulties and your own learning.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Attend at least the equivalent proportion of Staff Training Meetings aligned to hours worked in consultation with the headteacher.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Work in partnership with parents to the benefit of children's progress and well-being.
- Work with the Intensive Learning Unit to monitor the progress of children with SEND.
- Use support staff effectively to maximise the benefit to children's progress.
- Take time to inform all adults working in the classroom of your intentions and expectations.

Wider Professional Responsibilities

- Be a good personal role model; uphold the School's Values based upon its Christian distinctiveness.
- Participate positively in continued professional development demonstrating a growth mindset.
- Be aware of and receptive to new ideas, initiatives and resources.
- Participate proactively in the performance management cycle.
- Seek and offer advice and support within and outside school with other professionals.
- Get involved in extra-curricular activities, contributing to wider school life.
- Perform any reasonable duties as requested by the Headteacher.

Any other duties and responsibilities, which do not change the general character and purpose of the post, as may be required, following consultation with the Headteacher.