

HEYFORD PARK SCHOOL
Primary Class Teacher
Salary Scale: Main Scale/Upper Pay Spine

Job Description:

At Heyford Park School, we strive for the best for every child. For them to be enthusiastic, creative, curious, independent, caring and kind. For them to achieve as much as they can through a “can do” attitude. We believe that children learn best when given good role models, a stimulating learning environment in the widest sense and when their eyes are opened to unlimited possibilities. At Heyford Park, we are responsible for a child’s learning journey from Nursery all the way through to young adulthood. This is a privilege.

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.

All staff are part of a whole school team. Each individual is required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents and students, and being adaptable.

JOB DESCRIPTION: Primary Teacher

The job description should be read alongside the range of professional duties of Teachers as set out in Annex 1 of the School Teachers’ Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the Department for Education.

As an enthusiastic and dedicated professional, you will be expected:

Planning, Development and Co-ordination:

1. To set challenging teaching and learning objectives, which are relevant to all pupils in your class(es).
2. To use teaching and learning objectives to plan lessons and sequences of lessons and assess pupils’ learning.
3. To select and prepare resources, and plan for their safe and effective organisation, taking into account pupils’ interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
4. To contribute to teaching teams, meetings and events.
5. To plan for the deployment of any support staff for the time they are with your class or your children, who are contributing to pupils’ learning.
6. To plan opportunities for pupils to learn, in and out of school contexts.
7. To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
8. To implement and review the school development plan in conjunction with the Senior Management Team and/or your line manager.
9. To develop and audit schemes of work and other documentation related to your teaching within school, promoting cross curricular links where valuable.
10. To work alongside colleagues in younger and older year groups to ensure smooth transition and to ensure that current learning builds on prior knowledge and builds towards future learning.
11. To develop strategies to promote new teaching methods and improve learning throughout the school, monitoring their effectiveness in raising standards of teaching and learning.

12. To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
13. To manage the resources available in your classroom and make recommendations in order to maintain and develop curriculum provision.

Monitoring and assessment:

14. To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
15. To use monitoring and assessment information to improve planning and teaching.
16. To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
17. To involve pupils in reflecting on, evaluating and improving their own performance and progress.
18. To assess pupils' progress accurately against appropriate standards.
19. To identify and support pupils with differing levels of ability and those with special educational needs.
20. To identify the levels of attainment for pupils learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
21. To use a variety of strategies as appropriate to meet the needs of all individuals, including vulnerable groups.
22. To record pupils' progress and achievements systematically, providing evidence of the range of their work and how it relates to their progress and attainment over time to inform planning.
23. To report on pupils' attainment to parents, carers, other professionals and pupils as appropriate.
24. To engage proactively with statutory assessments such as SATs tests and teacher assessment judgements, setting and meeting deadlines in accordance with statutory deadlines

Teaching and Class Management:

25. To have high expectations of pupils and build successful relationships centred on teaching and learning.
26. To establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident.
27. To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in their age range.
28. To teach clearly structured lessons or sequences of work which interest and motivate pupils, employing interactive teaching methods and collaborative group work.
29. To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning, as appropriate to their age.
30. To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls, different cultural and ethnic groups and other vulnerable groups to help all make good progress.
31. To organise and manage teaching and learning time effectively.
32. To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively, with the help of support staff where appropriate.
33. To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy
34. To anticipate and manage pupils' behaviour constructively and promote self-control and independence.
35. To use relevant subject expertise effectively in the delivery of teaching and learning.
36. To take responsibility for teaching a class or classes over a sustained and substantial period of time.
37. To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently in line with school policy.

38. To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
39. To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
40. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns through our online system and to an appropriate person.
41. To attend and participate in regular meetings.
42. To participate in training, continuing professional development and other learning activities as required including participation in the school's performance management process.

Further details on the above points can be found in the Teaching Standards. The job description should be read alongside the range of professional duties of Teachers as set out in Part II of the Teachers' Pay and Conditions Document, sections 48 to 50. The post-holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the Department for Education.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents, carers, Trustees and the wider community in the best interests of their pupils. You will be responsible to the Head of Primary, and will have a phase leader as your immediate line manager. We are all part of one team, and work together to enable children to be the best selves they can be.

The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.

This job description will be kept under review and may be amended via consultation with the individual and Senior Leadership Team as required. Trade union representation will be welcomed.