



Heath Primary School

Job Description: Teacher	
Post Title	Teacher (with potential TLR)
Grade/ Pay Range	Based on experience, MPS/UPS
Reporting to	Head Teacher, Deputy Head, SLT
Working Pattern	Full-time
DBS Disclosure Level	Enhanced

Heath Primary School is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS checks, reference requests and employment history checks will be carried out before any employment may commence.

Professional Responsibilities:

- To take responsibility for the education, welfare and progress of the pupils in your class, in line with school policies and current educational standards.
- To create and maintain a positive, inclusive and well-organised classroom environment with high expectations of behaviour and learning, enabling all pupils to reach their full potential.
- To identify pupils requiring additional support and work with the SENDCo and support staff to implement appropriate strategies and interventions.
- To maintain accurate records of pupils' progress and contribute to reviews, meetings and reports as required.
- To have the highest commitment to the safeguarding of all children and young people, following school policies in day-to-day practice and reporting any concerns to a Designated Safeguarding Lead (DSL).
- To play an active role in the life of the school, contributing to wider school activities, events and initiatives.
- *To work collaboratively with colleagues, support staff, families and external professionals, maintaining high standards of communication.*
- *To report effectively to parents and carers on pupils' progress, attainment and wellbeing.*
- To carry out any other duties as reasonably assigned by the Head Teacher.

Teaching and Learning:

- To use a range of teaching strategies and resources to meet the diverse needs of learners within the classroom.
- To plan and deliver a broad, balanced and engaging curriculum through effective lessons that provide appropriate support and challenge for all pupils.
- To use formative and summative assessment effectively to adapt teaching, set targets, plan interventions and track and report on pupil progress.
- To maintain good teaching practices and adapt approaches in line with developments in educational research, curriculum expectations and school priorities.
- To promote a love of reading and prioritise the development of early reading and reading comprehension skills so that pupils can read to learn confidently.

Professional Development

- To engage fully with the school's Performance Management process, in line with policy.
- To take responsibility for your own professional development, engaging in directed tasks, training and self-identified learning opportunities relevant to your role.
- To contribute to the school's ongoing process of self-evaluation and development.

This job description may be amended at any time, following discussion with the Head Teacher and will be reviewed annually.

Signed: _____ Date: _____



Class Teacher			
QUALIFICATIONS		Essential	Desirable
1	Qualified Teacher Status	*	
2	Additional qualification in SEND or willingness to undertake further study in SEND education		*
3	Evidence of safeguarding training	*	
EXPERIENCE			
1	Demonstrable experience in teaching in Key Stage 1 or 2	*	
2	Experience of meeting the needs of a diverse range of learners within the classroom	*	
3	Experience of working with pupils with SEND and/or additional needs		*
4	Experience of working collaboratively with support staff and external professionals		*
PERSONAL QUALITIES AND PROFESSIONAL VALUES			
1	Commitment to inclusive education and meeting the needs of all pupils	*	
2	Positive, resilient and flexible approach to teaching and learning	*	
3	Commitment to continuous professional development and reflective practice		*
4	Approachable, caring and empathetic, with strong interpersonal skills	*	
5	Enthusiastic, motivated and committed to making a positive contribution to school life		*
6	High expectations of pupil achievement, behaviour and wellbeing, underpinned by fairness and consistency	*	
7	Well organised, with the ability to prioritise effectively and adapt to changing demands	*	
8	Calm, patient and able to work effectively under pressure	*	
9	Willingness to contribute to the wider life, values and ethos of the school	*	
KNOWLEDGE AND SKILLS			
1	A secure understanding of the National Curriculum and effective teaching and learning approaches	*	
2	An understanding of safeguarding and child protection procedures	*	
3	An understanding of equal opportunities and the importance of promoting diversity and inclusion	*	
4	An understanding of inclusive classroom practice and strategies to support pupils with SEND	*	
SKILLS			
1	Ability to create a purposeful, stimulating and inclusive learning environment	*	
2	Ability to build warm, caring and respectful relationships with pupils	*	
3	Strong classroom management skills and the ability to promote positive behaviour for learning		*
4	Ability to communicate clearly, sensitively and effectively with pupils, colleagues and parents/carers	*	
5	Effective planning, teaching and assessment skills to ensure good progress for all pupils		*
6	Ability to use assessment information to inform planning, adapt teaching and support pupil progress	*	
7	Ability to work collaboratively as part of a team	*	
8	Effective organisation and time management skills	*	

Teaching and Learning Responsibility (TLR) – *Optional*

This role carries delegated responsibility and accountability for the leadership and management of a phase and/or curriculum area, requiring the exercise of professional judgement and contributing to whole-school improvement.

Key Responsibilities:

- To take responsibility for monitoring and supporting standards of behaviour across the phase, ensuring the consistent and effective implementation of the school's behaviour policy
- To provide professional leadership and line management for members of the phase team, including acting as a first point of contact and supporting effective team performance
- To lead the performance management and appraisal process for designated members of staff, in accordance with school policy
- To take responsibility for the leadership and development of a core curriculum area, including monitoring standards, supporting staff, contributing to curriculum improvement, and reporting to governors.
- To attend Senior Leadership Team meetings as required, contributing to strategic planning, evaluation and decision-making
- To undertake delegated Senior Leadership Team duties, supporting the leadership and management of the school
- To ensure effective two-way communication between the Senior Leadership Team and the phase team, facilitating the implementation of school priorities
- To act as the first point of contact for phase staff in relation to SEND, behaviour and curriculum matters, liaising with senior leaders and the SENDCo as appropriate