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| Job Title: | Classroom Teacher |
| Department/Group: | General |
| Location: | Biggleswade Academy |
| Level/Salary Range: | MPS/UPS |
| Reports to: | Associate Principal |
| Job Purpose | |
| <ul style="list-style-type: none"> To teach pupils across Reception, KS1 and KS2 and ability in order to ensure the highest possible standards of pupils achievement, personal development and well-being. To work with the Progress Leader and Curriculum Leaders to secure an effective, creative and sustained approach to whole school literacy and numeracy and all other Foundation subjects. To develop effective partnership working with other staff to secure high levels of pupil progress and attainment. | |
| Job Description | |
| <p>Role and Responsibilities</p> <p>The following duties are central to the job:</p> <ul style="list-style-type: none"> To ensure high standards of learning and teaching and academic attainment and progress for all pupils within the curriculum areas. To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support the designated curriculum area To monitor and support the overall progress and development of pupils as a teacher and form tutor To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential To contribute to raising standards of pupil attainment To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth <p>Specific duties</p> <p>1. Operational and strategic planning:</p> <ul style="list-style-type: none"> To implement an effective assessment system within the curriculum area in question. To work with colleagues to develop innovative and engaging schemes of work, lesson plans and related learning resources that accelerate pupil progress. To assist in the development of appropriate resources, planning, policies and teaching strategies in the relevant curriculum area and year team | |

- To contribute to the relevant curriculum area and year team improvement plan and its implementation
- To plan, prepare and assess lessons
- To contribute to the whole school's planning and improvement activities

2. Curriculum provision:

- To assist team leaders in ensuring that the curriculum area provides a range of learning and teaching which complements the school's strategic objectives

3. Curriculum development:

- To assist in the process of curriculum development and improvement so as to ensure continued relevance to the needs of pupils, examining and awarding bodies and the school's vision statement and aims and strategic objectives
- To contribute to the co-ordination and implementation of the Academy's enrichment opportunities, ensuring a range of activities which promote and extended pupils' literacy and numeracy skills
- To support the development of the use of ICT and handheld devices within the curriculum area.

4. Staffing, staff development, recruitment and deployment of staff:

- To take part in the school's staff development programme by participating in arrangements for further training and professional development
- To be pro-active in personal development in relevant areas, including subject knowledge and teaching methods
- To engage actively in the performance management review process
- To ensure the effective and efficient deployment of classroom support
- To work as a member of designated teams and to contribute positively to effective working relations within the school

5. Quality assurance:

- To help implement school quality procedures and adhere to them
- To contribute to the process of monitoring and evaluation of their teams in line with agreed school procedures, including evaluation against quality standards and performance criteria
- To seek and implement modification and improvement where required
- To review from time to time methods of teaching and programmes of work
- To 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

6. Management information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information for registers and assessment

- To complete the relevant documentation to assist in the tracking of pupils
- To track pupil progress and use information to inform learning and teaching

7. Communications:

- To communicate effectively with the parents of pupils as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the school
- To follow agreed policies for communications in the school

8. Marketing and liaison:

- To take part in marketing and liaison activities such as open evenings, parents evenings, academic review days and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

9. Management of resources:

- To contribute to the process of ordering and allocating equipment and materials
- To assist the team leader in identifying resource needs and contributing to efficient and effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the pupils

10. Care, Guidance and Support:

- To be a form tutor to an assigned group of pupils
- To promote the general progress and wellbeing of individual pupils and of the form group as a whole
- To liaise with the appropriate middle and senior leader to ensure the implementation of the academy's pastoral system
- To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required
- To contribute to the preparation of improvement plans, progress files and other reports
- To alert appropriate staff to problems experienced by pupils and to make recommendations about how they might be resolved
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff
- To contribute to Education for Life and enterprise according to school policy
- To apply the school's behavior management systems so that effective learning can take place

11. Learning and Teaching:

- To teach pupils according to their personal educational needs, to maximize their progress
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- To ensure that literacy, numeracy, science and school subject specialisms are reflected in the teaching and learning experience of pupils
- To ensure a high quality learning experience for pupils which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to pupil needs and demands of the syllabus
- To maintain positive behavior in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behavior, standards of work and homework
- To undertake assessment of pupils as requested by external examination bodies, departmental and school procedures
- To mark and give written/verbal and diagnostic feedback as required

12. Other specific duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and pupils to follow this example
- To support the school in meeting its legal requirements for worship
- To actively promote the school's corporate policies
- To continue personal development as agreed
- To comply with the school's health and safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified in the School Teachers' Pay and Conditions Document not mentioned in the above

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Qualifications and Education Requirements

| Essential | Desired |
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| <ul style="list-style-type: none"> Qualified teacher status | <ul style="list-style-type: none"> Evidence of commitment to own professional development |

Experience

| Essential | Desired |
|---|--|
| <ul style="list-style-type: none"> Experience as an excellent classroom practitioner or evidence of a successful teaching practice and the potential and desire to become an outstanding classroom practitioner The ability to implement a clear vision for improving standards in your own classroom Evidence of good inter-personal skills that form positive working relationships Evidence of having made improvements that created positive outcomes for pupils A clear understanding of the process of self-evaluation and improvement Experience of using ICT as a management tool | <ul style="list-style-type: none"> Experience of working across Reception, key stages 1 and 2 |

Knowledge & Skills

| Essential | Desired |
|---|---|
| <ul style="list-style-type: none"> The desire to 'make a difference' in the lives of our children and young people. The ability to work under pressure and meet challenging deadlines whilst reacting sensitively and calmly in a crisis Energy, enthusiasm, reliability, integrity and a sense of humour A reflective practitioner with the ability to consistently use and develop sophisticated AFL practice in all levels of their work: i.e. correctly assess – 'Where we are, where we | <ul style="list-style-type: none"> Excellent and well developed interpersonal skills Evidence of understanding and practice in the use of data to drive up standards of pupil achievement The confidence to teach in multiple Key Stages and in a variety of areas if required by the timetable structure of the Academy |

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| <p>want to go, and how we're going to get there'.</p> <ul style="list-style-type: none"> • High expectations of personal conduct, development and the impact to be made on pupil progress and attainment. • Commitment to high standards and continuing improvement through innovation and the development of a 0-19 curriculum model. • A commitment to the development of cross-curricular and transferable skills in our children and young people. • A good understanding and commitment to equality and the principles and practice of inclusion • Evidence of a creative and innovative approach to learning and teaching • The ability to identify and promote high quality learning and teaching • A good understanding of assessment, monitoring and evaluation to develop systems to improve pupil achievement and progress | |
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