



SHOBNALL PRIMARY SCHOOL

JOB DESCRIPTION

Job Title: Class Teacher – Key Stage 1 / 2

Reporting to: The Headteacher

Role: The Class Teacher will:

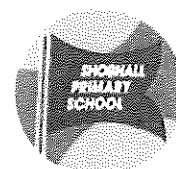
- Teach a broad base curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
- Be an excellent practitioner of a defined group of children, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
- Have a good understanding of learning to raise standards and achievement.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Provide a safe and caring learning environment.
- Ensure that the current national conditions of employment for school teachers are met.

Duties: The Class Teacher will:

1. Implement agreed school policies and guidelines including Health & Safety and Safeguarding children.
2. Plan creative and exciting lessons, personalised to meet the needs of all children, through differentiation of tasks.
3. Select and make effective use of ICT resources within their classroom.
4. Keep appropriate and efficient records that track progress of children and inform planning.
5. Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils, promoting a "love of learning".
6. Use a variety of teaching and learning styles which incorporate effective questioning and response and keep children engaged.
7. Be able to set clear targets, based on prior attainment for children's learning.
8. Regularly liaise with parents on the development, progress and attainment of their children, to support a positive home school partnership.
9. Provide developmental feedback to children guiding their learning to the next level.
10. Participate in meetings which relate to the school's management, curriculum, administration or organisation.
11. Communicate and cooperate with specialists from outside agencies.
12. Lead, organise and direct support staff within the classroom.
13. Participate in the Performance Management system for the appraisal of their own performance or that of other teachers.
14. Develop in pupils an appreciation of human achievements, failures and aspirations.

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PERSON SPECIFICATION KEY STAGE 2 TEACHER



Factors	Essential	Desirable
Qualifications and Skills <ul style="list-style-type: none"> Graduate Qualified teacher. Willing and able to demonstrate good practice, setting high expectations Be able to plan effectively to meet the learning needs of all children Experience of Subject Leadership Effective behaviour management strategies 	<p>A</p> <p>A</p> <p>A/O</p> <p>O</p>	<p>O</p> <p>A</p>
Knowledge <ul style="list-style-type: none"> Understanding of what makes effective teaching Strong understanding of the importance of assessment for learning Awareness of school based tracking system & impact these can have on learning outcomes Knowledge of National Curriculum and Primary Frameworks Safeguarding Firm understanding of the SEND offer and how to create an inclusive classroom Awareness of how to support disadvantaged pupils by providing rich opportunities to enable vulnerable groups to make at least good progress 	<p>A/O</p> <p>A/I</p> <p>I</p> <p>I</p> <p>A</p> <p>A/I</p> <p>A/I</p>	
Personal Qualities <ul style="list-style-type: none"> Good people skills, able to motivate and work effectively within a team Flexible – able to adapt plans at the last minute Able to manage time and prioritise Caring Good sense of humour Enthusiastic, positive and conscientious Good organisational skills Provide a happy, stimulating environment where children enjoy their learning 	<p>A/O</p> <p>O</p> <p>O/I</p> <p>O</p> <p>O/I</p> <p>O/I</p> <p>O</p> <p>O</p>	
Interest and motivation in the job <ul style="list-style-type: none"> Keen to further own skills and learning Empathy with the needs of all children Willingness to be involved in community activities Ability to demonstrate effective liaison with school stakeholders An awareness, understanding and commitment to the principles of inclusion 	<p>A/I</p> <p>O</p> <p>A/I</p> <p>A/I</p> <p>A</p>	

Key: A = Application, I = Interview, O = Observation