

## **JOB DESCRIPTION**

**JOB TITLE:** Class Teacher (maternity cover)  
**GRADE:** Main Pay Scale (MPS 1-6)  
**RESPONSIBLE TO:** Head Teacher

### **PURPOSE OF JOB:**

- To be responsible for the learning and achievement of all pupils, ensuring equality of opportunity for all.
- To be responsible and accountable for achieving the highest possible standards in work and conduct.
- To treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- To work proactively and effectively in collaboration and partnership with pupils, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- To act within the statutory frameworks which set out the professional duties and responsibilities of teachers, and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
- To take responsibility for promoting and safeguarding the welfare of pupils.

### **KEY TASKS & RESPONSIBILITIES:**

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

#### ***Planning, Teaching and Classroom Management***

- To work alongside year group colleagues to plan a balanced curriculum that develops the skills and knowledge required to develop successful and independent learners.
- To prepare schemes of work and medium-term plans as appropriate to the needs, interests, experience and existing knowledge of pupils.

- To identify clear learning objectives and outcomes for each lesson and specify how these will be taught to ensure progression in pupils' learning.
- To have a clear understanding of the needs of all pupils, including those with SEN/D Able and Talented; EAL; PPG; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- To provide opportunities for pupils to use ICT through cross-curricular activities.
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- To liaise with specialist staff, as appropriate, to help deliver the curriculum.
- To monitor pupil's learning, progress and outcomes and ensure that every pupil is reaching their full potential.
- To collaborate with the school's Inclusion team and wider staff where pupils need additional support.
- To organise the classroom and resources to create a positive learning environment and ensure pupils have opportunities to take responsibility for their learning.
- To prepare pupil's work for displays; maintain a high standard of display in own classroom and, jointly with colleagues, throughout the school.
- To take responsibility for behaviour within the classroom and, jointly with colleagues, maintain a high standard of behaviour throughout the school.
- To establish effective working relationships with Teaching Assistants and other members of staff.

### ***Monitoring, Assessment, Recording and Reporting***

- To mark pupils' work promptly and comment appropriately with regard to specific learning outcomes and next steps, facilitating positive pupil development.
- To make regular assessments and observations of pupil's work in line with the school's assessment calendar and reporting processes.
- To use assessment to inform planning and identify the pupils' stage of achievement.
- To participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.
- To liaise with Headteacher, Deputy Headteacher, Inclusion team and parents, as appropriate to report on pupil progress.
- To take part in whole-school assessment initiatives, such as tests, or moderation of writing, to ensure a picture of the attainment and progress of individual pupils is captured throughout their time at school.

- To meet with parents formally and informally, as required, to discuss pupils' well-being, progress and individual needs, drawing attention to special skills and talents, as well as difficulties.
- To write reports on each pupil at least once a year, and reports for transfer to other schools as required.
- To liaise with the Inclusion team to write and review Individual Education Plans (IEPs) for specific pupils.
- To liaise with Gifted & Talented (G&T) Leader to ensure appropriate opportunities are presented which allow the identification and subsequent enrichment of learning for more able pupils.
- To maintain confidentiality of pupils' records.

### ***Pastoral Care***

- To take responsibility for the safety, education and social development of every pupil throughout the school.
- To be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- To provide a safe, secure and well-organised environment that encourages the development of pupils as independent learners and considerate members of the school community.
- To implement school policies and guidelines for pastoral care and be committed to safeguarding.
- To build and maintain positive relationships with parents and carers.

### ***Professional Development***

- To keep up to date with current statutory requirements, educational thinking and practice, through personal study, attendance at courses and peer observation.
- To maintain competent ICT skills to use in teaching and in general class administration (e.g. class records on spreadsheets, word-processing for planning).
- To participate in the annual Performance Management and Appraisal system.
- To have an excellent working knowledge of teachers' professional duties, professional standards and legal liabilities, including upholding British values.

### ***Other Duties***

- To participate in any relevant meetings/professional development opportunities at the school, which relate to pupils, curriculum or organisation of the school including pastoral arrangements and assemblies.
- To carry out playground and other duties as directed.
- To support colleagues in delivering the wider professional expectations of the school.

- To prepare and assist with special events (e.g. assemblies, plays, concerts, school outings, sporting events, clubs), which may include evenings and, on occasion, weekends.
- To contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- To abide by all Health & Safety procedures and report any concerns regarding Health & Safety immediately to the Headteacher and/or Deputy Headteacher.
- To have a good working knowledge of whole school policies and aims.
- To promote the ethos, good name and reputation of the school at all times.

This job description will be reviewed annually and may be subject to amendment 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 Edward Pauling Primary School in relation to the post holder's professional responsibilities and duties.

## PERSON SPECIFICATION

**JOB TITLE:** Class Teacher (maternity cover)

**GRADE:** Main Pay Scale (MPS 1-6)

CRITERIA	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) or recognised equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of Continuing Professional Development (CPD)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching within the Primary age range</li> <li>• Experience of working as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working across different phases and year groups</li> <li>• Experience of preparing and administering statutory National Curriculum tests/ Reception Baseline</li> </ul>
<b>Skills &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills (verbal, written, using ICT as appropriate)</li> <li>• Ability to create a stimulating and safe learning environment</li> <li>• Ability to plan, prepare and deliver the relevant curriculum in line with school policies</li> <li>• Ability to assess and record pupil progress to inform next steps and monitoring</li> <li>• Ability to teach using a wide variety of strategies to maximise pupil progress and meet differing learning styles and needs</li> <li>• Ability to manage behaviour effectively</li> <li>• Knowledge of Equal Opportunities, Health &amp; Safety, SEN and Child Protection</li> <li>• Ability to use Microsoft Office applications (i.e. Word, Excel, Outlook) and other ICT tools for own and pupils' benefit</li> <li>• Ability to manage a varied and demanding workload</li> <li>• Ability to form effective relationships with pupils, staff and parents</li> <li>• Knowledge of confidentiality and safeguarding requirements</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Flexible to meet the needs of a busy school environment</li> <li>• Ability to stay calm in all circumstances</li> <li>• Willingness to conform to the policies and practices promoted by the school</li> </ul>	