

Job Description and Person Specification

Job title	Class Teacher
Contract	Permanent
School	Westvale Park Primary Academy
Location	Webber Street, Horley, Surrey, RH6 8SU
Pay Range	M1 to M3

Job description

Role purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the head teacher.

Areas of Responsibility and Key Tasks

Planning, Teaching, and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- To uphold all safeguarding procedures and ensure that children are taught the importance of keeping themselves safe;
- Exemplify and articulate the vision, aims, and core values of the school;
- Supporting children's personal development and the local community by attending/participating in wider school events;
- To be a reflective practitioner and keep abreast with current educational research and developments;
- To support the school's behaviour policy through a demonstration of excellent classroom management and to recognise that all behaviour is a form of

communication (and seeing behaviour beyond the classroom as your shared responsibility);

- using a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library, I.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- taking account of pupils' needs by providing structured learning;
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for English and Maths;
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and academy procedures;
- prepare and present informative reports to parents.

Curriculum Development

- have lead responsibility for a subject or aspect of the academy's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- contribute to the whole academy's planning activities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Person specification

	Criteria	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualifications and Experience	Qualified Teacher Status	E	C
	Working in Partnership with parents	E	C/I
	Setting up an inspiring class that is engaging to all children's stage of development	E	I
	Recent teaching experience	D	I
Knowledge	Sound understanding of the Early Years Foundation Stage Curriculum and National Primary Curriculum	E	A
	An understanding of the importance of inclusion and diversity	E	A
	An understanding that safeguarding children is central to the role and can spot signs of abuse/neglect in children	E	I
	Ability to report on pupil progress (observations, assessments, parental reports)	E	A
	An understanding of the pedagogy of early reading and phonics, particularly Read Write Inc.	D	I
	To have knowledge and a keen interest in leading a curriculum area	D	I
	Knowledge of reporting behaviour/safeguarding concerns on an electronic platform	D	I
Skills	Excellent behaviour management skills	E	I
	Excellent interpersonal skills	E	I
	Ability to work as part of a team	E	I
	Excellent planning and organisational skills	E	I
	Ability to plan curriculum coverage of skills and carefully sequenced sessions	E	I
	To be able to set SMART targets when writing individual support plans (ISPs)	D	I
	Good computer literacy	D	I
Communication	Good oral and written communication skills	E	I
	Ability to form positive relationships with parents and colleagues	E	I
	Ability to have strong/meaningful child interactions to support their early communication	E	I

	Experience of supporting children with limited verbal communication	D	I
	Experience working with outside agencies to support children's progress/well-being	D	I
Attributes	To be committed in their teaching post	E	I
	To be nurturing to all pupils	E	I
	To have a belief that every pupil can succeed	E	I
	To be supportive of other staff members	E	I
	To have good attendance and excellent punctuality (strong reliability)	E	I
	To have a good sense of humour	E	I
	To be pro-active in the working environment	E	I
	To understand the importance of dressing smartly in the workplace	E	I
	A desire to embody the school values and ethos	E	I
	A desire to lead an extra-curricular club to school aged children	D	I
Other	Ability to maintain confidentiality on all school matters	E	I
	A commitment to the school's vision, values and ethos	E	I
	A commitment to Aurora Academies Trust vision, values and ethos	E	I