



KNOWLEDGE – EQUALITY – DETERMINATION – ACHIEVEMENT

JOB DESCRIPTION AND PERSON SPECIFICATION

POST: Teacher (Primary)

SCHOOL: Oakwood Primary Academy

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school'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 school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.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 literacy and numeracy;



- 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 school procedures;
- prepare and present informative reports to parents.

Curriculum Development

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



Aurora Academies Trust (AAT)

Person Specification: Class Teacher

| Aspect | Requirement | Essential | Desirable |
|---------------------------|---|-----------|-----------|
| Qualification | Qualified teacher status | x | |
| Experience | Recent experience within Key Stage 1 or 2 | x | |
| | Proven track record in bringing about improvement in pupil outcomes | | x |
| | Use of innovative approaches to the development of teaching and learning, including AfL and ICT | x | |
| | Successful involvement with, and management of planning and target setting | x | |
| | Experience of Ofsted processes | | x |
| | Record of recent professional development | x | |
| | Leadership in pastoral/pupil personal development | x | |
| | Track record in working with, and impacting on, parental engagement | x | |
| | Experience of effective implementation and use of ICT to innovate learning | x | |
| Knowledge & understanding | Thorough knowledge and understanding of national curriculum and current developments | x | |
| | In depth knowledge of best practice in teaching and learning, incl the use of ICT to support pupil achievement | x | |
| | Knowledge of curriculum and best practice in relation to EYFS, Key Stage 1 or Key Stage 2 | x | |
| Abilities & skills | Demonstrable ability to manage change effectively | | x |
| | Ability to use pupil data in order to set aspirational and challenging targets | x | |
| | Ability to develop an ethos and structure for managing behaviour which enables pupils to become independent and self-managing in the classroom. | x | |
| | Ability to work effectively as part of the school team and with governors, trustees, pupils and parents/carers. | x | |
| | Ability to prioritise | x | |
| | Excellent communication (written, oral and presentation skills) | x | |
| | Excellent interpersonal skills | x | |
| | Excellent self-awareness and ability to manage self | x | |
| | Willingness to learn from others and both seek and take advice | x | |
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| Equality | Ability to integrate equality policies into action | x | |
| Safeguarding | Ability to develop an appropriate environment which ensures the safety of all users of the Academy | x | |



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| Other requirements | Resilience, the ability to work under pressure and to meet deadlines | x | |
| | A commitment to AAT's vision, values and ethos | x | |
| | A commitment to the academies programme | x | |

AAT are committed to safeguarding and promoting the welfare of its pupils and expects all employees and volunteers to share this commitment. This post is subject to an enhanced DBS check and background identity checks.