

St Nicholas CE Primary School

Classroom Teacher

JOB DESCRIPTION

Salary: MPS

Contract type: Part-time permanent (0.66)

Reporting to: Head of School and Executive Headteacher

Responsible for:

- the day to day management of planning, teaching and learning within the class. Be an excellent classroom practitioner; working in accordance with the school's policies, under the direction of the Head of School. Have a positive impact on educational progress. Secure progress of every child including those who are SEND, PP and more able pupils.

Context of Role:

- The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.
- All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils. All teachers except those who are newly qualified, will have a lead responsibility for at least one curriculum area across the whole school and will be supported in that role by the Head of School.

Planning, Teaching, Class Management and Curriculum Development:

- To identify clear learning objectives and specify how they will be delivered, resourced and assessed.
- To set high expectations.
- To set clear targets, building on prior attainment.
- To identify SEN, EAL and/or higher attaining pupils.
- To plan and resource an environment that will stimulate learning.
- To provide clear structures for lessons maintaining pace, motivation and challenge.
- To maintain good conduct and learning behaviours in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour and standards of work.
- To use a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary.
- To use effective questioning, listen carefully to pupils, give attention to errors and misconceptions.
- To evaluate own teaching critically to improve effectiveness.
- To ensure the effective and efficient deployment of classroom support.
- To take 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, through the implementation of Read Write Inc and Mathematics.

- To encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively.
- To use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- To contribute to the whole school's development activities.

Monitoring, Assessment, Recording, Reporting:

- To assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- To provide feedback for pupils and set targets together for progress.
- To 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.
- To monitor children's progress and evaluate progress and performance.
- To liaise effectively with parents, giving feedback and encouraging parents to support their children at home.
- To prepare and present informative reports to parents.

Impact on Wider School:

- To lead at least one subject area across the whole school.
- To promote and support the principle that all class-based staff are leaders of learning.
- To have high expectations of all pupils and support staff.
- To think creatively and imaginatively to anticipate and solve problems and identify opportunities.
- To liaise with staff to ensure smooth transition from one phase to another, including co-ordination of the 'handover' of relevant documents.
- To help develop a highly effective Key Stage 1/2 team through effective systems: attend regular staff and phase meetings to ensure good communication, consistency in practice and good pupil progress.
- To attend community events to establish the school in the local community.

Personal Qualities and Attributes:

- To model the school values and vision as we continue to establish ourselves as a newly opened school.
- To be creative, warm, engaging and transparent.
- To be well organised, calm and positive.
- To be able to quickly engage and build appropriate relationships with children.
- To have high levels of emotional literacy.
- To be dependable and reliable.
- To be willing to go the extra mile, have high levels of stamina, energy and determination.
- To be an effective team member and a model of professionalism.
- To be flexible, resilient and be able to respond quickly to changes.

Other Professional Requirements:

- To have a working knowledge of teachers' professional duties and legal liabilities.
- To operate at all times within the stated policies and practices of the school.
- To establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- To contribute positively and effectively to keeping children safe in education by following the school's safeguarding procedures and policy.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and students.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation, extra-curricular and pastoral functions of the school.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and events with Trust schools.
- To organise and run transition sessions for prospective new entrants into the school.
- To contribute to the running of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- To take responsibility for own professional development and duties in relation to school policies and practices.
- To liaise effectively with parents and governors.