



Job Description – Key Stage 2 Lead (Class Teacher)

Salary Scale	MPR – UPR, plus TLR 2a (£2,873) + SEN allowance of £2,270
Closing Date	18th May 2022 at 9.00 am
Interview Date	ASAP
Job Start	1 st September 2022

All teachers are subject to the Conditions of Employment set out annually in the School Teachers’ Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current [School Teachers Pay and Conditions Document and Teacher Standards \(2017\)](#)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a school teacher as set or in the current [School Teachers’ Pay and Conditions Document and Teachers Standards 2017](#). Teachers’ performance will be assessed against the [Teacher Standards](#) as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils’ you teach
- Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all

backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment

- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and learning
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the [School Teachers' Pay and Conditions Document 2017](#)

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect using Nurture Group Principles and consistently apply the school's expectations and rewards policy
- Manage the class effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Co-create and update pupils' All About Me profiles and risk assessments ensuring that pupils, parents/carers and all staff within the class team know and understand their responsibilities
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current [School Teachers' Pay and Conditions Document 2017](#)
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Plan for and direct the work of the class team to ensure that pupils' social, emotional and academic development is effectively promoted and supported
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Participate in and contribute to the annual review of Education, Health and Care Plans for all pupils in the class, including reporting on the learning needs, SEN needs, progress and achievements of the pupils.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- 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
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current [School Teachers' Pay and Conditions](#) document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships



- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

The Postholder's duties must be carried out in compliance with the school's policies and procedures including child protection procedures and the Council's Equal Opportunities Policy, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974), and subsequent health and safety legislation.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person Specification: Class Teacher KS2

Category	Selection Criteria: Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Degree • At least 3 years experience of working in a primary, secondary or special school. • Experience of or a strong proven desire to work with pupils with social, emotional and mental health needs 	<ul style="list-style-type: none"> • National Award for Special Education Needs Co-Ordination • Certificate/Diploma in SEN • Training in teaching children complex emotional, social and behavioural difficulties and or mental health problems • Team Teach 12 hr basic • First Aid qualification
Knowledge and skills	<p>The ability to effectively:</p> <ul style="list-style-type: none"> • Create a stimulating and safe learning environment. • Establish and maintain a purposeful working atmosphere. • Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies. • Assess and record the progress of pupils' learning to inform next steps and monitor progress. • Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom. • Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles. • Encourage children in developing self-esteem and respect for others. • Deploy a wide range of effective behaviour management strategies, successfully. • Communicate to a range of audiences (verbal, written, using ICT as appropriate). • Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit. 	<ul style="list-style-type: none"> • The ability to interpret data reflectively and to question what it might really mean • Experience in monitoring, analysing and reporting of progress and attainment



<p>School Ethos</p>	<ul style="list-style-type: none"> • A belief in pupil-centred, active learning with an ability to engage, challenge and have high expectations of children • Ability to provide a caring, co-operative atmosphere for children and to create a challenging, disciplined and effective learning environment 	
<p>Relationships</p>	<ul style="list-style-type: none"> • Ability and willingness to work collaboratively and supportively within the school team, making positive contributions to assessment and the School Improvement Plan as well as working using your own initiative • Experience of working with and developing links with parents, governors and the wider community and to empathise with the points of view of others • Enthusiastic, dedicated, sympathetic and approachable with a sense of humour and fun • Ability to inspire confidence, respect and openness 	<ul style="list-style-type: none"> • Experience of multi-agency working • Ability to know when and when not to offer support or challenge and when to ask for support for yourself
<p>Attitude and temperament</p>	<ul style="list-style-type: none"> • A passion for working with pupils with SEN and their families • High level of resilience and determination • Calm and organized approach to work under pressure and the ability to inspire this in others • Ability to translate care and concern for children into practical actions that make the pupils feel safe and enable them to be successful • Ability to reflect, particularly when things have not gone to plan and identify and develop a range of strategies to deploy in the future • Proactive in areas of responsibility and has an awareness of whole school issues • A commitment to school improvement and to developing own professional skills • A willingness to take on appropriate delegated tasks relevant to the post • Ability to show a committed, professional and loyal attitude to the school, openly modelling its aims and values at all times • An ability to learn from mistakes and take advice. 	