



JOB DESCRIPTION

POSITION:	CLASSROOM TEACHER
REPORTS TO:	HEADTEACHER/DEPUTY HEADTEACHER
GRADE:	MAIN PAY RANGE/UPPER PAY RANGE

1.	KEY PURPOSE OF THE JOB To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum, LA and school policies.
2.	MAIN ACTIVITIES Teaching: 1. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies. 2. To ensure a close match between the learning experiences offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability. 3. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy. 4. To set high expectations which inspire, motivate and challenge pupils. Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience. 5. To provide children with opportunities to manage their own learning and become independent learners. 6. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning. 7. To create a secure, safe, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline. a. To maintain a high standard of display and order both in the classroom and in other areas of the school. b. Promote good progress and outcomes by pupils. 8. To demonstrate good subject knowledge and curriculum knowledge 9. To plan and teach well-structured lessons. 10. Adapt teaching to respond to the strengths and needs of all pupils. 11. To make accurate and productive use of assessment. 12. To make appropriate educational provision for children with SEN, GTMA and those learning EAL.

3.	PROFESSIONAL EXPECTATIONS Working with children: 1. To manage behaviour effectively to ensure a good and safe learning environment. 2. To foster each child's self-image and esteem and establish relationships which are based on mutual respect. 3. To have due regard for the safeguarding and wellbeing of all children at the school. 4. To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work. 5. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment. 6. To liaise with support staff both school based, from the LA & from other external bodies as required. 7. To take responsibility for the management of other adults in the classroom. 8. To work with subject and team leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
	Working within a school setting: 1. To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice. 2. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school. 3. To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training. 4. To contribute to the maintenance of a caring and stimulating environment for pupils. 5. To make a positive contribution to the wider life and ethos of the school.
4.	SCHOOL ORGANISATIONAL OBJECTIVES The Post holder will contribute to the school's objectives in service delivery by: • Enactment of Health and Safety requirements and initiatives as directed. • Ensuring compliance with Data Protection legislation. • At all times operating within the school's Equal Opportunities framework. • Commitment and contribution to improving standards for pupils and school improvement as a whole. • Ensuring the safeguarding of all pupils. Demonstrating consistently high standards of personal and professional conduct.
5.	CONDITIONS OF SERVICE Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.
6.	SAFEGUARDING - and Promoting the Welfare of Children and Young People • To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers. • To demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within an educational setting/environment in accordance with the current DfE statutory guidance for Keeping children safe in education.
7.	SPECIAL CONDITIONS OF SERVICE Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended.

	The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to enhanced criminal records bureau disclosure.
8.	EQUAL OPPORTUNITIES The post holder will be expected to carry out all duties in the context of and in compliance with the School's Equal Opportunities Policies.

**UPPER PAY SCALE / MAIN PAY RANGE TEACHER
THE GLEBE PRIMARY SCHOOL**

Essential The criteria used should be kept to a reasonable number	Desirable	Source of Evidence
1. Qualifications and Training Qualification Teacher Status (QTS) Evidence of continued career development		Application Form/ Written Reference
2. Experience Experience of teaching in the Foundation Stage/Key Stage 1 or 2, with evidence of having achieved successful pupil outcomes • Knowledge and understanding of how young children learn • A sound grasp of the concept of inclusive practice • Knowledge of issues relating to equal opportunities; multi-cultural education; • personal and social education; special educational needs and how to meet • the needs of gifted children • A clear grasp of the Early Years Foundation Stage/Key Stage 1 or 2, curriculum • Knowledge of current educational issues.	Experience of teaching in Key Stage 2.	Application Form/Written Reference/Selection Activity/Formal Interview
3. Professional Knowledge A clear and good understanding of current educational issues, theory and practice, with particular regard to: • The National Curriculum; • Subject Specialism; • Equality and issues relating to pupils' access to teaching; • Classroom organisation and class management		Letter of Application Formal Interview Selection Activity
4. Professional Skills The ability to create a safe and rich learning environment involving: Clear ideas for, and demonstrated experience of, classroom organisation, planning and record keeping; A good understanding of child development and the ability to differentiate and select appropriate resources in accordance with pupils' ability.		Letter of Application Formal Interview Selection Activity
Essential The criteria used should be kept to a reasonable number	Desirable	Source of Evidence
Creating a stimulating and enriching visual environment for the classroom;		

The ability to work closely with teaching and support staff in developing the school curriculum and the pastoral work of the school; The ability and willingness to work with parents and encourage their active participation in Education		
5. Personal Attributes Good written and oral communication skills; Flexibility and willingness to be involved in the school and see the school as a community		Letter of Application Formal Interview Selection Activity
6. Personal Able to demonstrate a commitment to: Equal opportunity for all school users; Encouraging children to develop self-esteem and tolerance of others; Furthering your own professional knowledge, skills and experience.		Letter of Application Formal Interview Selection Activity
7. Safeguarding Children • Able to form and maintain appropriate relationships and personal boundaries with children • Has appropriate motivation to work with children and young people • Has the ability to maintain appropriate relationships and personal boundaries with children and young people • Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline • Demonstrate commitment to safeguarding and promoting the welfare of children and young people in accordance with the DfE statutory guidance Keeping children safe in education		Selection Activity Written Reference Formal Interview