Earlsfield Primary School
Job Description
Class Teacher & ICT/Computing Coordinator
Teachers Pay Scale and TLR 2A (£3017)

The appointment is subject to the current conditions of employment contained in the School Teachers' Pay and Conditions Document and the required standards for Qualified Teacher Status and other current legislation. This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

This job description sets out the duties to be undertaken and performed by a class teacher at Earlsfield Primary School. The current School Teachers' Pay and Conditions document describes the duties, which are required to be undertaken by teachers in the course of their employment. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

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

Areas of Responsibility and Key Tasks

a)   Planning, Teaching and Class Management

- Ensure that planning and teaching enables all children to achieve and make clear progression
- 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;
- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Make effective use of assessment and ensure coverage of programmes of study;
- Ensure effective teaching and best use of available time;
- Monitor and intervene to ensure sound learning and discipline
- Use 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;

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluate their own teaching critically to improve effectiveness;

Additional Standards for Nursery and Early Years

- 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 literacy and numeracy;
- Encourage pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- Use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- Manage parents and other adults in the classroom.

b) 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;
- Prepare and present informative reports to parents.

c) Other Professional Requirements

- Have a working knowledge of teachers' professional duties, legal liabilities and professional standards
- Be reflective, adaptable and proactive
- Be willing to share and model very good or outstanding practice
- Operate at all times within the stated policies and practices of the school;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors.
- Take on any additional responsibilities which might from time to time be determined.
- Show a commitment towards school policies in Equal Opportunities and Child Protection, have a full understanding of these policies and embrace all aspects of school policy in relation to these areas.
- Deal with issues in a professional and confidential manner.
- Attend occasional meetings during evening hours or during school holidays as required.

Safeguarding
- To be aware of and comply with policies and procedures relating to Safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To ensure child protection procedures and processes are followed within own area of the school.

Appraisal
An annual performance review is based on this overall job description and with particular emphasis on individual annual targets.

Areas of responsibility and key tasks relating to the role of ICT/Computing Coordinator

a) Strategic Direction and Development of provision in the School (with the support of, and under the direction of the Head, Deputy Headteacher and where appropriate the Assistant Headteachers.

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- Develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development plan;
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

b) Teaching and Learning

- Model excellent practice in teaching ICT
- Ensure continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school improvement plan;
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- Evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- Ensure that teachers are aware of the implications of equal opportunity.

c) Leading and Managing Staff

- Support the vision, ethos and policies of the school;
- Promote high levels of achievement within the subject;
- Support all staff in achieving the targets and priorities of the School Improvement Plan and monitor those relevant to the subject;
- Support the evaluation of the effectiveness of the school's policies and developments and analyse their impact on the phase;
- Ensure that staff receive appropriate support and that deadlines are met;
- Ensure that the Headteacher, SLT and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

d) Effective Deployment of Resources

- Support the Headteacher by maintaining efficient and effective management and organisation of learning resources and identifying new resources where necessary;
- Support the Headteacher by maintaining efficient and effective management of any relevant expenditure;
- Help colleagues to create a stimulating learning environment for teaching and learning within the phase;
- Be aware and respond appropriately to any Health and Safety concerns;

Please note that the duties and responsibilities of the ICT/Computing Coordinator may vary from time to time according to the changing needs of the school and may therefore be reviewed at the discretion of the Headteacher in light of those changing requirements and consultation with the post holder and governing board.

The job description whilst allocating duties and responsibilities does not direct the particular amount of time spent on carrying them out and no part of it may be so construed.

Earlsfield Primary School
Person Specification
Class Teacher & ICT/Computing Coordinator

	Essential	Desirable
Qualifications		
Educated to degree level	✓	
Qualified teacher status.	✓	
Experience		
Teaching experience relevant to the post advertised	✓	
To have evidence of continuing professional development that is relevant to the post		✓
Have a working knowledge of teachers' professional standards, duties and legal responsibilities;	✓	
Successful experience of leading aspects of curriculum development	✓	
Experience of contributing towards school improvement	✓	
Experience of supporting / mentoring colleagues in order to secure school improvement		✓
Experience of improving the quality of teaching and learning, through processes of monitoring and support		✓
Experience of managing and using pupil attainment and tracking databases	✓	
Experience of supporting staff development programmes for teachers and other staff		✓
Professional Knowledge and Understanding		
Demonstrate a good understanding of the Early Years framework and other National Strategies.	✓	
Have knowledge of effective teaching strategies to include, and meet the needs of all pupils in particular underachieving groups of pupils, pupils with EAL and SEN	✓	
Understand the contribution of EMA work in a primary school and what constitutes good practice and support for bilingual learners	✓	
Understand the principle of Racial Equality and Equality of Opportunity and how these may inform whole school policy	✓	
Demonstrate a commitment to CPD	✓	
Professional Skills and Abilities		
Be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	
Be an excellent class teacher and enjoy the challenge and perform efficiently in a core management role	✓	
Be flexible in approach, manage own work load effectively and respond swiftly to tight deadlines	✓	
Be able to plan lessons effectively for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	
Be able to analyse data effectively to assess class performance and progress	✓	
A willingness to participate in sharing practice across the school through modelling	✓	
Promote the school's aims positively	✓	
Have excellent ICT knowledge and skills in order to enhance the quality of the children's learning.	✓	
Communicate effectively (both orally and in writing) to a variety of	✓	

audiences		
Relish challenge and perform efficiently in all aspects of classroom practice	✓	
Establish and develop close relationships with parents, governors and the community;	✓	
Have a flexible approach to work and be a proactive team member who shows respect for their colleagues	✓	
Have good communication skills both orally and in writing	✓	
Be able to manage own work load effectively and respond swiftly to dead lines	✓	
Have good interpersonal skills, with the ability to enthuse and motivate the children in your care	✓	
Demonstrate a willingness to run INSET (dependent upon experience)	✓	
Show an openness and willingness to address and discuss relevant issues, build upon feedback and demonstrate the drive to be an outstanding practitioner.	✓	
Be willing to share outstanding practice with the LEA and colleagues from different settings as well as model to colleagues in own school setting	✓	
Safeguarding		
Have up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.	✓	
Display commitment to the protection and safeguarding of children and young people and the ability to follow agreed procedures.	✓	