

SMALLWOOD PRIMARY SCHOOL
PERSON SPECIFICATION

CLASS TEACHER

	<u>Criteria</u>	<u>Essential/ Desirable</u>
<u>Qualifications</u>	• Qualified Teacher Status • Degree • Recent participation in a range of relevant CPD	E E E
<u>Experience</u>	• Evidence of the effective use of assessment and analysis in raising standards • Working with parents/community • Evidence of promoting pupils' spiritual, moral, social and cultural development • Understanding of monitoring, evaluation and assessment • Experience of working in an inner city area	E E E E E
<u>Professional Knowledge</u>	• Demonstrates a good understanding of the national curriculum • Demonstrate good knowledge and understanding of the principles of effective personalised learning, teaching and assessment • The process of planning and preparation of children's learning • Knowledge of current developments in primary education, national policies, priorities and legislation	E E E E
<u>Professional Skills and Attributes</u>	• Sustained excellent classroom practitioner • Set high expectations and standards and provide a role model for pupils and staff • Demonstrate outstanding classroom organisation and behaviour management • Ability to build and maintain effective relationships, including parents • Communicate effectively orally and in writing, including ICT • Listen to and reflect on feedback • Show evidence of development of a team	E E E E E E E

	approach to education • Set and achieve smart, challenging and realistic goals • Prioritise, plan, organise and manage time effectively themselves and of others • Manage conflict sensitively and appropriately • Think creatively to anticipate and solve problems • Seek advice and support when necessary • Have a sound knowledge of processes for ensuring pupils' safety, welfare and well-being • Demonstrate a commitment to taking on the role of subject leader	E E E E E D
<u>Philosophy and Attitude</u>	• Have a clear educational philosophy • Demonstrate personal enthusiasm and commitment to outstanding teaching • Committed to raising standards and raising the achievement of pupils and colleagues • Know and practice a commitment to equality, diversity and inclusion • Have a clear understanding of the pastoral needs of pupils from a variety of social and cultural backgrounds • Take responsibility for one's own professional development • Foster an open, honest, fair and equitable culture • Be forward thinking and creative • Adaptability	E E E E E E E E
<u>Confidential References and Reports</u>	• Professional references should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above • Positive recommendation from current employer • Good punctuality record	E E E

JOB DESCRIPTION TEACHER

Smallwood expects all teachers to

- Contribute to a culture of teamwork, collaboration, collegiality and shared responsibility for high standards and outstanding performance
- Have a commitment to the development of themselves and others
- Contribute to planning, delivery and monitoring of the curriculum

CORE PURPOSE OF POST

1. To carry out the duties of a schoolteacher, as set out in the ***School Teachers Pay and Conditions Document***.
2. To assist the Headteacher and Senior Leadership Team in establishing and developing the school as a high achieving school through providing the highest standard of teaching and learning for all pupils of all abilities and educational need
3. To assist in the development of an inclusive school that meets the values, aims and curriculum guidance for the Foundation Stage, the purposes of the current National Curriculum, and the new SEN code of practice. Ensures the school meets the needs of all pupils
4. To work with the Headteacher and Senior Leadership Team to devise and implement strategies to identify and remove barriers to learning to enable all pupils to have full access to the curriculum.

GENERAL DUTIES AND RESPONSIBILITIES

KNOWLEDGE AND UNDERSTANDING

1. Have knowledge of and keep up-to-date with PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education.
2. Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development.
3. Select and make good use of ICT skills for classroom and management support.
4. Be familiar with the school's current systems and structures as outline policy documents including the Health and Safety and Child Protection Policies.
5. Understand and know how national and local comparative and school data including National Curriculum test data can be used to set clear targets for pupils' achievement

PLANNING, TEACHING AND CLASS MANAGEMENT

1. Plan and deliver the teaching programme for all pupils within the class in relation to PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education with regard for the school's ethos, own policies and schemes of work.
2. Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.

3. Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
4. Ensure effective teaching of whole classes, groups and individuals; establish high expectations of behaviour, achievement and attainment, so that teaching objectives are met.
5. Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
6. Use a variety of teaching and learning styles to keep all pupils engaged.
7. Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
8. Evaluate your own teaching critically to improve effectiveness.

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

1. Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
2. Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
3. Provide reports on individual progress to the Head Teacher, other professionals and parents as required

ACCOUNTABILITY

1. To actively promote good relationships with staff, parents/guardians, the local community, the LEA and other associated external agencies

OTHER PROFESSIONAL REQUIREMENTS

1. Establish and maintain effective working relationships with professional colleagues and parents.
2. Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.
3. Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching and involvement in school development
4. Beware of the need to take responsibility for your own professional development.
5. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
6. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
7. To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.