



Lever Edge Primary Academy

Lever Edge Lane, Bolton BL3 3HP

JOB DESCRIPTION

Job Details	
School Name	Lever Edge Primary Academy
Job Title	Class Teacher
Grade	Main Pay Scale (Point 1 – 9)
Primary Purpose of Job	To meet the requirements of a teacher as set out in the Teachers' Pay and Conditions Document. To provide all pupils with an effective education in a stimulating environment, with equality of opportunity for all through consistently good teaching
Responsible to	Headteacher, Members of the SLT and the Academy Trustees
Responsible for	The deployment and supervision of the Teaching Assistant
Principal Responsibilities	To undertake the principal responsibilities set out in the Teachers' Pay and Conditions Document, together with the additional duties set out below:

Main Duties	
1.	Teaching Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
2.	Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements, as appropriate
3.	Be accountable for the attainment, progress and outcomes of pupils' you teach
4.	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
5.	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
6.	Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
7.	If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies, e.g. systematic synthetic phonics
8.	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
9.	Make accurate and productive use of assessment to secure pupils' progress

Main Duties	
10.	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 study
11.	Use relevant data to monitor progress, set targets, and plan subsequent lessons
12.	Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired, as appropriate
13.	Participate in arrangements for examinations and assessments within the remit of the <i>School Teachers' Pay and Conditions Document</i>
14.	Behaviour and Safety Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
15.	Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
16.	Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
17.	Be a positive role model and demonstrate consistently the positive attitude, values and behaviour, which are expected of pupils
18.	Have high expectations of behaviour, promoting self-control and independence of all learners
19.	Carry out playground and other duties as directed and within the remit of the current <i>School Teachers' Pay and Conditions Document</i>
20.	Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
21.	Team Working and Collaboration 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
22.	Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
23.	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
24.	Ensure that colleagues working with you are appropriately involved in supporting learning and understanding the roles they are expected to fulfil
25.	Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
26.	Cover for absent colleagues within the remit of the current <i>School Teachers' Pay and Conditions Document</i>
27.	Fulfil Wider Professional Responsibilities Work collaboratively with others to develop effective professional relationships
28.	Deploy support staff effectively, as appropriate

Main Duties	
29.	Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes, as appropriate
30.	Communicate and co-operate with relevant external bodies
31.	Make a positive contribution to the wider life and ethos of the school
32.	Administration Register the attendance of and supervise learners, before, during or after school sessions, as appropriate
33.	Participate in and carry out any administrative and organisational tasks within the remit of the current <i>School Teachers' Pay and Conditions Document</i>
34.	Professional Development Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches, where necessary responding to any advice and feedback from colleagues
35.	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
36.	Proactively participate with arrangements in accordance with the Appraisal Regulations 2012
37.	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
38.	Perform any reasonable duties, as requested by the Head Teacher

Additional people management and development duties as appropriate	
39.	Develop and maintain working relationships with other practitioners
40.	Provide leadership for your team
41.	Allocate and check work in your team
42.	Lead and motivate volunteers
43.	Provide learning opportunities for colleagues
44.	Support learners by mentoring in the workplace

Extra Responsibilities	

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

Version Control**Job Description prepared by:** Lever Edge Primary Academy**Job Description updated:** 27 April 2026



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PERSON SPECIFICATION

Job Details	
School Name	Lever Edge Primary Academy
Job Title	Class Teacher
Grade	Main Pay Scale (Point 1 – 9)

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge		Method of Assessment
1.	Excellent communication skills	Application Form / Interview
2.	Excellent classroom practitioner	Application Form / Interview
3.	Excellent organisational skills	Application Form / Interview
4.	High level of behavioural management skills	Application Form / Interview
5.	Understanding of recent Educational Legislation	Application Form / Interview
6.	Ability to set and review targets and make decisions	Application Form / Interview
7.	Ability to develop and review a specific curricular area and assist in its implementation	Application Form / Interview
8.	Enthusiastic committed approach to teaching and learning	Application Form / Interview
9.	Capable and confident with computers as a learning tool	Application Form / Interview
10.	Smart appearance, punctual and a good attender	Application Form / Interview
11.	Willingness to work beyond the classroom with children on extra-curricular activities (Desirable)	Application Form / Interview
12.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Teachers Certificate	Application Form / Interview /Certificate
2.	Evidence of recent or further studies, preferably with qualifications	Application Form / Interview /Certificate

Work Related Circumstances		Method of Assessment
1.	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form / Interview
2.	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form / Interview
3.	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form / Interview
4.	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form / Interview
5.	Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	Application Form / Interview
6.	Able to improve their own practice through observations, evaluations and discussions with colleagues	Application Form / Interview

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge		Method of Assessment
1.	To have taught children from a wide socio-economic backgrounds	Application Form / Interview

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Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.