



'Believe you can'

**Post:** Class teacher

**Pay Scale:** Main Pay Scale / Upper Pay Scale

**Responsible to:** Phase leader, Senior Leadership Team

**Responsible for:** Learning Support Assistants

**Posted:** 24th April 2026

**Closing Date:** Thursday 14th May 2026 9am

**Shortlisting:** Thursday 14th May 2026

**Interviews/Assessment:** Thursday 21st May & Friday 22nd May 2026

**Start date:** 1<sup>st</sup> September 2026

To express an interest in this post, candidates are invited to complete the application form and email to the school's business manager, Mr. Musa, at: [finance@theolivetreeprimary.com](mailto:finance@theolivetreeprimary.com)

## **Job Description**

### **MAIN RESPONSIBILITIES OF THE JOB, TO:**

- Be responsible for the learning and achievement of all pupils in the class, in line with the National Curriculum and the schools teaching, learning and assessment policies, ensuring equality of opportunity throughout,
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat all pupils with dignity, building relationships rooted in mutual respect, at all times, observing proper boundaries appropriate to a teacher's professional position in line with the published Teachers' Standards
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, trustees, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out professional duties – especially with regards to promoting and safeguarding the welfare of children within the school
- Demonstrate a strong understanding of practice across all phases/key stages.

### **DUTIES AND RESPONSIBILITIES**

#### **Teaching, to:**

- Be accountable for the attainment, progress and outcome of pupils, teach and monitoring (assessing)
- To make good use of innovative practice, including digital learning tools and strategies, to amplify and enhance pupils' learning experiences
- Set clear and challenging targets that build on prior attainment for each pupil; using an appropriate range of observation, 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
- Liaise effectively with parents / carers and offer opportunities for them to engage in their child's learning at home
- To build positive relations with all key stakeholders
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and learning 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 and disabilities; more able; EAL (English as an additional language) and be able to use and evaluate distinctive teaching approaches to engage and support them all

- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the use of standard spoken English and the teaching of early reading and phonics
- Make accurate and productive use of assessment to secure pupils' progress and ensure every child makes good progress from their Reception baseline
- To keep abreast of research where evidence based practices are used to impact pupil success and personal development.
- To follow school policies and guidance
- Maintain a genuine enthusiasm for continuous learning and development.

**Behaviour and Safety, to:**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and to establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with school policy
- Manage the class effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge
- Maintain a good relationship with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive behaviour, attitude and values 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 by Senior Management
- To ensure that educational needs of all pupils in your class are fully met and liaise with the SENDCo where necessary to support children with special needs
- To inform the SENDCo of any concerns relating to the development of a child
- To inform the Designated Safeguarding Lead of any concerns relating to the safety or well-being of a child

**Team Working, to:**

- Act as a role model for staff, demonstrating a high quality of teaching, learning and assessment
- Work with colleagues to create a stimulating learning environment for teaching and learning
- Participate in relevant meetings / professional development opportunities at school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice
- Ensure that Learning Support Assistants 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 and pastoral functions of the school as it grows

**Fulfil Wider Professional Responsibilities, to:**

- Model professionalism through excellent attendance, punctuality, organisation and dependable time keeping
- 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
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of The Olive Tree Primary School
- Maintain professional boundaries and adhere to relevant policies

**Administration, to:**

- Register the attendance of and supervise learners, before, during and at after-school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks as required

**Professional Development, to:**

- Regularly review the effectiveness of your teaching and assessment procedures and their impact on pupils' progress, attainment and well-being
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as a result of your appraisal

**Other, to:**

- To have professional regard for the Islamic ethos, policies and procedures of The Olive Tree Primary School
- To fulfil any other reasonable duties as directed by the Principal and / or Senior Leadership Team
- Adhere to the expectations set out in the school Staff Handbook

## Person Specification

Categories	Essential/ Desirable	Letter/ Application	Interview
<b>Qualification</b>			
Good Honours Degree	E	/	
PGCE and or Qualified Teacher Status	E	/	
<b>Experience</b>			
Experience of working effectively with parents / carers and the community	E	/	/
Experience of using assessment systems effectively to track progress	E	/	/
Experience in leading a curriculum area	D	/	/
<b>Knowledge</b>			
Knowledge of the EYFS curriculum and its assessment	D		
Knowledge of the KS1 / 2 Primary curriculum and its assessment	E	/	/
Understanding of how children learn in all phases including EYFS to reach their full potential	E	/	/
Knowledge of target setting and assessment for learning procedures to inform future planning, teaching and learning and in turn achieve high standards.	E	/	/
Knowledge of planning and delivering a creative curriculum, including through the use of apps and other digital technologies	D	/	/
Knowledge and understanding of the principles behind Safeguarding, Equal Opportunities and Inclusion policies	E	/	/
Knowledge and understanding of the Code of Practice for SEND and its application in schools	E	/	/
Knowledge and understanding of research based practices to support pupils of disadvantaged groups and creating inclusive environments	E	/	/

Knowledge of education effective for a multicultural school with pupils with English as an Additional Language (EAL)	E	/	/
<b>Skills</b>			
Excellent personal organisation and interpersonal skills	E	/	/
Ability to work with all members of the school team	E	/	/
Creative and effective learning and teaching strategies to engage, motivate and enable all children to make good progress	E	/	/
Ability to plan for the work of teaching assistants in order to maximise pupil progress	E	/	/
Knowledge of current educational developments - especially in relation to the deployment of creative technologies to enhance learning.	D	/	/
Understanding of the impact of new Technologies on Teaching and Learning across the school.	D	/	/
Knowledge and understanding of positive reinforcement to support behaviour	E	/	/
Ability to lead a curriculum area across the school	D	/	/
<b>Personal</b>			
An enthusiasm for teaching pupils within all year groups	E	/	/
Demonstrable commitment to safeguarding and promoting the welfare of children	E	/	/
A commitment to the vision and Islamic ethos of the school	E	/	/
A commitment to continuing professional development	E	/	/
Openness, energy and enthusiasm, ability to inspire confidence	E	/	/
Commitment to foster and develop links with the local community	E	/	/
Positive attitude, understanding and respect towards parents, pupils, staff, trustees and the wider community	E	/	/
Enhanced DBS clearance	E	/	/
A commitment to providing extra-curricular activities to pupils to enhance their learning experiences.	E	/	/

**Note:**

This job description and person specification has been prepared for the purpose of school organisation and may be modified either as your contract is altered, or if the school changes in a fundamental way. Nothing will be modified however, without your consultation.