

## **TEACHER JOB DESCRIPTION**

This document should be read in conjunction with national and local conditions of service, and the Heybrook School and Nursery document "Leadership, Staffing and Management Structure."

### **1. INTRODUCTION**

**1.1 NAME OF POST HOLDER:**

**1.2 JOB TITLE:** Teacher

**1.3 JOB PURPOSE:** Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document.

Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below.

**1.4 Line Management:** Reporting to the Deputy Headteacher for the Key Stage in which the post holder is teaching and Team Leader.

**1.5 Liaising With:** Headteacher, Leadership Group, teaching staff, support staff, parents, LA representatives, external agencies.

**1.6 Salary Scale:** Teachers' Main or Upper Pay Scale

**1.7 Working Time:** Full time as specified within the School Teachers' Pay and Conditions Document

**1.8 DBS Disclosure Level:** Enhanced

### **2. SCHOOL ETHOS**

2.1 Work with the Headteacher and colleagues in promoting and embodying the positive ethos and culture of this school, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that enables both staff and children to achieve their highest potential.

2.2 Actively support the school's policies relating to diversity, equality, health, inclusion, Prevent, Safeguarding, safety and well being.

2.3 Actively support the development and implementation of the school improvement plan.

2.4 Promote the school and celebrate its success at every opportunity.

### **3. CURRICULUM PLANNING AND PROVISION**

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- 3.1 Help develop and maintain the curriculum in line with the National Curriculum and school policies to meet the needs of individual children.
- 3.2 Work with other members of staff to ensure that all pupils are catered for within the curriculum.
- 3.3 Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, as and when requested.
- 3.4 Under the direction and guidance of the Leadership Group, actively contribute to and support the development of and planning for specified curriculum areas or areas of learning.
- 3.5 Ensure efficient use and maintenance of all teaching resources and ensure available resources are used effectively to support the curriculum.

### **4. TEACHING AND LEARNING**

- 4.1 Produce coherent lesson plans which ensure continuity and progression, take account of the individual needs of pupils and encourage the development of independent learners.
- 4.2 Employ a range of suitable teaching and learning strategies and styles to ensure effective learning.
- 4.3 Present appropriately demanding subject content, skills and understanding in a clear and stimulating manner, thereby motivating and sustaining the interest of pupils and raising achievement and attainment.
- 4.4 Develop, maintain and use resources appropriate to chosen learning objectives.
- 4.5 Ensure the effective deployment of teaching assistant support.
- 4.6 Assess and evaluate children's learning to inform future planning, teaching and learning activities and participate in pupil progress meetings .
- 4.7 Create and maintain an orderly, safe, stimulating and informative classroom environment.
- 4.8 Maintain good practice and implement changes in accordance with developments in educational theory and practice.
- 4.9 Set pupil targets, assess progress and maintain records in accordance with school policy.

### **5. PASTORAL CARE**

- 5.1 Develop positive relationships with all children based on their achievements and promote their general progress and well-being and participation in all aspects of school life.
- 5.2 Maintain a positive approach to child management, supporting the school's policies relating to attendance, punctuality and behaviour.
- 5.3 Alert the Leadership Group of any more complex problems experienced by pupils as appropriate, making recommendations as to how they may be resolved.
- 5.4 Ensure the School Behaviour Policy is implemented following appropriate consultation with pupils and relevant staff.

### **6. PARENTAL INVOLVEMENT AND PARTNERSHIP WORKING**

- 6.1 Report appropriately to parents on the needs and progress of their children.
- 6.2 Encourage the involvement of parents in the education of their children and respond promptly to queries and concerns.
- 6.3 Uphold the school's well-established links with the local community, IPLCN network of schools, the Local Authority and other external agencies.

**7. PERFORMANCE MANAGEMENT AND PROFESSIONAL DEVELOPMENT**

- 7.1 Engage actively with the annual appraisal process, in accordance with the school's policy.
- 7.2 Take a shared responsibility for continuing professional development by participating in a range of appropriate professional development opportunities.
- 7.3 Ensure colleagues receive information and feedback on professional development activities undertaken.

**8. SIGNATURES**

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed .....  
(Teacher)

Signed .....  
(Headteacher)

Dated .....  
(Teacher)

Dated .....  
(Headteacher)

**PERSON SPECIFICATION: PRIMARY TEACHER**

Please ensure that the application form addresses the points below, ideally in the correct order.

**Note to Applicants:**

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

The **Essential Criteria** are the qualifications, experience, skills or knowledge you **MUST SHOW YOU HAVE** to be considered for the post.

The **Desirable Criteria** are used to help decide between candidates who meet **ALL** the Essential Criteria.

The **Evidence** column shows how the panel will obtain the necessary information about you.

ESSENTIAL REQUIREMENT	D/E	EVIDENCE
Qualified teacher	E	Application Form
Can provide evidence of outstanding practice at current/former school/ during ITT	E	Letter, References, Lesson Observation, Interview
Successful experience in a Primary School	E	Letter, References, Interview,

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Successful experience in relevant Key Stage	D	Letter, References, Interview,
Enthusiasm and ambition	E	Letter, References, Interview, Lesson Observation
Positive attitude to innovation and change	E	Letter, References, Interview,
Evidence of securing pupil progress for the children in their care	E	Letter, References, Interview
A clear philosophy of primary education which puts the child at the centre of the process	E	Letter, References, Interview
A commitment to planning an active and engaging curriculum	E	Letter, References, Interview
Committed to meeting the needs of children whatever their ability or background	E	Letter, References, Interview
A belief that primary education should be a lively, stimulating, enjoyable experience which achieves high standards	E	Letter, References, Interview
Committed to working with parents, colleagues and other agencies in a positive and constructive manner	E	Letter, References, Interview
Good communication skills	E	References, Interview, Lesson Observation, Letter
A commitment to continuing professional development, and evidence of recent relevant training	E	Application form, Letter
Experience of working with children with SEN	E	Letter, References, Interview
Experience of successfully challenging more able children	E	Letter, References, Interview,
A sense of humour	E	Interview
Prepared to be involved in the whole life of the school, including extra-curricular activities	E	Letter, References, Interview
A good understanding of a range of positive behaviour management strategies	E	Letter, References, Interview, Lesson Observation
Excellent knowledge of the principles of ' <i>Assessment For Learning</i> ' and a commitment to effective assessment	E	Letter, References, Interview, Lesson Observation
Able to plan for progression across the ability range, designing effective learning across a series of lessons	E	Letter, References, Interview
Experience of working effectively with teaching assistants, SENCO to ensure effective support for all children.	E	Letter, References, Interview
Experience of working successfully in a team	E	Letter, References, Interview
Knowledge of the need to safeguard children ( An enhanced DBS check will be required for this appointment.)	E	Letter, References, Interview