



## Stockport Council Job Description

**Job Title:** Teacher

**School:** Cheadle Village Primary School

**Salary Grade:** Teachers' Pay Range M1-M6

**Post Reports to:** Headteacher

### Main Purpose of the Job:

We are looking for a passionate, dedicated, and reflective teacher to join us at Cheadle Village Primary School. As a class teacher, your primary focus will be to make the education of your pupils your first concern, striving to achieve the highest possible standards in both work and conduct. You will act with honesty and integrity, maintaining strong subject knowledge while keeping your skills as a teacher up-to-date and by being reflective. By fostering positive professional relationships and working closely with parents, you will ensure the best interests of your pupils are always at the heart of your practice.

You will plan and teach engaging lessons within the context of our school's evolving curriculum and vision, ensuring each lesson is designed to meet the needs of every learner. You will assess, monitor, record, and report on your pupils' learning needs, progress, and achievements, ensuring that every child has the support they need to thrive. You will also actively contribute to preparing pupils for external examinations and assessments.

As a member of our team, you will contribute to the development, implementation, and evaluation of the school's policies and practices, ensuring that they align with our shared values and vision. Collaboration with colleagues will be key, working together to secure co-ordinated outcomes for both curriculum development and pupil progress.

### Job activities: Summary of Responsibility and Key Areas:

#### 1. Set High Expectations to Inspire, Motivate, and Challenge Pupils

- Establish a safe, stimulating, and inclusive learning environment rooted in mutual respect.
- Set ambitious goals that challenge and support all pupils, regardless of background, ability, or disposition.
- Model the positive attitudes, values, and behaviours expected of pupils.
- Embed the school's ethos—*Free to Flourish, Ready to Learn and Succeed*

#### 2. Promote Good Progress and Outcomes for Pupils

- Be accountable for pupils' attainment, progress, and outcomes, ensuring high expectations for all.
- Use assessment effectively to build on prior knowledge and adapt teaching accordingly.
- Encourage pupils to reflect on their progress, take responsibility for their learning, and develop resilience.

### 3. Demonstrate good subject and curriculum knowledge

- Have a secure understanding of the curriculum and developments in subject knowledge, ensuring high-quality teaching.
- Promote high standards of literacy, articulacy, and numeracy across all subjects.
- Demonstrate a strong understanding of systematic synthetic phonics where appropriate.
- Ensure classroom practice aligns with the school's focus on British Values, actively promoting democracy, the rule of law, individual liberty, mutual respect, and tolerance.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4. Plan and teach well-structured lessons

- Deliver engaging, well-structured lessons that foster curiosity and a love of learning.
- Plan opportunities to develop independent learning, problem-solving, and creativity.
- Reflect systematically on teaching effectiveness and contribute to curriculum development.
- Ensure teaching aligns with the school's consistent approach to high-quality writing instruction.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### 5. Adapt teaching to respond to the strengths and needs of all pupils

- Adapt teaching effectively to enable all pupils, including those with **Special Educational Needs (SEN)**, to make good progress.
- Have a strong understanding of **inclusive teaching practices**, ensuring that high-quality teaching is at the heart of provision for pupils with SEND.
- Use a range of strategies to support pupils with additional needs, working in partnership with SEN staff, external agencies, and families.
- Be aware of factors that can inhibit learning and take proactive steps to remove barriers.

### 6. Make accurate and productive use of assessment

- Use a range of assessment strategies to monitor pupil progress and inform planning.
- Set clear, measurable targets for pupils and use data effectively to drive progress.
- Provide pupils with meaningful feedback and encourage them to engage with and respond to it.
- Contribute to the school's approach to **early identification and targeted intervention**, particularly for pupils with additional needs.

### 7. Manage behaviour effectively to ensure a good and safe learning environment

- Establish clear rules and routines for behaviour, ensuring consistency across the classroom and school.
- Maintain high expectations for pupil conduct, promoting respect and positive relationships.
- Apply the school's behaviour policy fairly and consistently, using praise and sanctions effectively.
- Contribute to a calm, purposeful learning environment where all children feel safe, valued, and ready to learn.

### 8. Fulfil wider professional responsibilities

- Play an active role in school life, supporting events, initiatives, and extra-curricular activities.
- Build effective relationships with colleagues, parents, and external professionals to support pupil development.

- Deploy support staff effectively to maximise learning.
- Engage in professional development, responding to feedback and contributing to the wider teaching community.

## **9. Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
  - showing tolerance of and respect for the rights of others;
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
  - Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Additional Duties:**

This Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff within this area to share this commitment and to have understanding of the common core skills and knowledge.

To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the ground of their age, sexuality, religion or belief, race, gender or disabilities.

To fulfill personal requirements, where appropriate, with regard to Council policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the Council's priorities.

To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.



## Stockport Council Competency Person Specification

**Post Title:** Teacher

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview. Any interview questions or additional assessments (tests, presentations etc.) will be broadly based on the criteria below.

Competency	SCORE					Essential or Desirable
	0	1	2	3	4	
<b>Knowledge</b>						
Curriculum at primary phase including National Curriculum						<b>Essential</b>
Create a stimulating and safe learning environment						<b>Essential</b>
Assess and record the progress of pupils' learning to inform next steps and monitor progress.						<b>Essential</b>
Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.						<b>Essential</b>
Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.						<b>Desirable</b>
To have a knowledge and understanding of all 3 Key Stages in the primary phase						<b>Desirable</b>
<b>Experience</b>						
Teaching experience with the age range and/or subject(s) applying for.						<b>Essential</b>
Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.						<b>Essential</b>
Knowledge of current issues in Education						<b>Desirable</b>
Involvement with parents in the wider community						<b>Desirable</b>
Participate in and develop extra- curricular activities						<b>Essential</b>
Subject Leadership						<b>Desirable</b>
<b>Skills</b>						
To be able to demonstrate a clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.						<b>Desirable</b>
Evidence of high expectation of pupils to ensure that they can reach their full potential						<b>Desirable</b>

Create a stimulating and safe learning environment						<b>Essential</b>
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Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.						<b>Desirable</b>
Encourage children in developing self-esteem and respect for others.						<b>Essential</b>
Deploy a wide range of effective behaviour management strategies, successfully.						<b>Desirable</b>
A skilled communicator with experience and understanding of the communications skills required to teach children and young people and the wider school community (verbal, written, using ICT as appropriate).						<b>Essential</b>
Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.						<b>Desirable</b>
<b>Education and Qualifications</b>						
Qualified Teacher Status						<b>Essential</b>
Degree						<b>Essential</b>
Evidence of continuing professional development						<b>Desirable</b>
<b>Work related Circumstances</b>						
Be a team player who is warm and sensitive to children						<b>Essential</b>
Demonstrate personal and professional integrity, including modelling the schools values and vision						<b>Essential</b>
Have the capacity for sustained hard work and vigour						<b>Essential</b>
Ability to think on your feet and solve problems						<b>Essential</b>
Willingness to lead or support the school in extra curriculum activities.						<b>Desirable</b>
Understands and actively supports Stockport Councils diversity and equality policy.						<b>Essential</b>
To meet Stockport Council's standard of attendance.						<b>Essential</b>
A willingness to be flexible in a changing environment						<b>Essential</b>

### Scoring key

- 0 – Not met essential criteria
- 1 – Partially meets essential criteria
- 2 – Meets criteria
- 3 – Exceeds criteria
- 4 - Exceptional