

# Birkbeck Primary School

## Job Description

**Job Title: Class Teacher (Primary)**

**Salary Range: Main Pay Scale**

**Reporting to: Headteacher**

**Responsible for:** The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced DBS check and provide references that demonstrate suitability to work with children.

### **Main Purpose**

The teacher will be required to:

- Be committed to giving children the best possible start in life
- Be passionate about providing children with unique and exciting learning opportunities
- Work collaboratively as part of a supportive and dedicated team
- Meet the expectations set out in the Teachers' Standards and the career expectations

### **Duties and Responsibilities**

#### **Safeguarding**

- Safeguard and promote the welfare of children, following school policies and procedures in line with statutory guidance (e.g. Keeping Children Safe in Education).

#### **Teaching**

- Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests
- Implement statutory assessment requirements as appropriate for the year group taught, including preparation for and administration of national curriculum tests and other external
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Plan, organise and lead educational visits and school trips, including conducting thorough risk assessments to ensure the safety and well-being of all pupils
- Promote inclusive teaching practices that support the learning and progress of all pupils, including those with special educational needs and disabilities (SEND), English as an additional language (EAL), or other additional needs.

## **Whole-School Organisation, Strategy and Development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

## **Health, Safety and Discipline**

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

## **Professional Development**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and wellbeing, refining their approaches where necessary

## **Communication**

- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Have a commitment to collaboration and co-operative working where appropriate.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.

## **Working with Colleagues and Other Relevant Professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

## **Personal and Professional Conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

# Person Specification

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**Salary Range:** Main Pay Scale

**Reporting to:** Headteacher

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## Qualifications and Training

Criteria	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Degree-level qualification	✓	
Additional qualifications in areas such as SEND, EAL, phonics or subject specialism		✓
Training in subject leadership, middle leadership, or mentoring		✓

## Experience

Criteria	Essential	Desirable
Successful experience of teaching in a primary school (placements accepted for ECTs)	✓	
Experience of working with children with a range of abilities and needs, including SEND and EAL	✓	
Experience of teaching in more than one key stage		✓
Experience of leading or supporting a curriculum subject		✓
Experience of contributing to school improvement or curriculum development		✓

## Knowledge and Understanding

Criteria	Essential	Desirable
Secure knowledge of the Primary National Curriculum, assessment frameworks and statutory tests (EYFS/KS1/KS2 as appropriate)	✓	
Clear understanding of effective pedagogy and child development across the primary age range	✓	
Knowledge of a wide range of teaching and learning strategies, including adaptive teaching and scaffolding	✓	
Understanding of how to create a broad, balanced and ambitious curriculum	✓	
Knowledge of current educational developments, including Ofsted and DfE expectations		✓
Secure knowledge of safeguarding responsibilities and Keeping Children Safe in Education (KCSIE)	✓	
Understanding of how to promote pupils' personal development and well-being, including SMSC and British Values	✓	
Awareness of equality, diversity and inclusion in the classroom and school community	✓	

## Teaching and Learning Skills

Criteria	Essential	Desirable
A secure knowledge of pedagogy and how this is reflected in classroom practice	<input checked="" type="checkbox"/>	
Ability to plan and deliver high-quality and inclusive lessons	<input checked="" type="checkbox"/>	
Ability to adapt teaching for pupils with differing needs, abilities or backgrounds	<input checked="" type="checkbox"/>	
Ability to assess pupil progress accurately and use data to inform next steps	<input checked="" type="checkbox"/>	
Strong classroom management and positive behaviour strategies	<input checked="" type="checkbox"/>	
Competent use of ICT to support teaching, learning and assessment	<input checked="" type="checkbox"/>	
Secure understanding of assessment and how to use this in the moment and long-term	<input checked="" type="checkbox"/>	
Ability to develop and lead a curriculum subject area, supporting whole-school improvement		<input checked="" type="checkbox"/>
Ability to foster curiosity, creativity and a love of learning	<input checked="" type="checkbox"/>	

## Working with Others

Criteria	Essential	Desirable
Strong interpersonal skills and the ability to work collaboratively with colleagues and leaders	<input checked="" type="checkbox"/>	
Commitment to engaging with parents, carers and the wider community to support learning	<input checked="" type="checkbox"/>	
Ability to work effectively with support staff, external agencies and professionals	<input checked="" type="checkbox"/>	
Willingness to contribute to extra-curricular activities and the wider life of the school	<input checked="" type="checkbox"/>	
Experience of supporting or mentoring ECTs, student teachers or LSAs		<input checked="" type="checkbox"/>

## Personal Qualities and Professional Conduct

Criteria	Essential	Desirable
High expectations for pupils' achievement, behaviour and personal development	<input checked="" type="checkbox"/>	
A reflective and flexible practitioner with a growth mindset	<input checked="" type="checkbox"/>	
Resilience, reliability enthusiasm and a positive outlook	<input checked="" type="checkbox"/>	
Excellent organisational, planning and time management skills	<input checked="" type="checkbox"/>	
Professional integrity and commitment to the school's values and vision	<input checked="" type="checkbox"/>	
Commitment to maintaining confidentiality at all times	<input checked="" type="checkbox"/>	
A passion for education and lifelong learning	<input checked="" type="checkbox"/>	
Commitment to safeguarding and child protection, and promoting pupils' welfare	<input checked="" type="checkbox"/>	