

Job Description

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

Post title: Class Teacher, John Emmerson Batty Primary

Salary: MPS1 – M4

Responsible to: Headteacher

1. Purpose of the role:

The generic teachers' job description applies to all teachers regardless the stage of their career. As a teachers' career progresses they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they are working

Galileo expects all teachers to demonstrate that their practice is consistent with the Teaching Standards.

2. Professional responsibilities:

The duties outlined in this job description may be modified by the Principal or Governors, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and will be reviewed annually as part of the Appraisal process

The appointment of a Teacher is subject to the current conditions of employment for teachers contained in:

- The School Teachers' Pay and Conditions Document (STCPD)
- The required Standards for Qualified Teacher status
- Other current and relevant legislation

3. Main Duties

Set High Expectations Which Inspire, Motivate and Challenge Pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote Good Progress and Outcomes by Pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate Good Subject and Curriculum Knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Plan and Teach Well-Structured Lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area/s

Adapt Teaching to Respond to the Strengths and Needs of all Pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make Accurate and Productive use of Assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil Wider Professional Responsibilities

- make a positive contribution to the wider life and ethos of the Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers in regard to pupils' achievements and well-being

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY TRUST POLICIES. THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO FULL ENHANCED DISCLOSURE CHECKS – AND THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE.

Person Specification

			Assessed by:	
No	Categories	Essential / Desirable	App Form	Interview / Task
QUALIFICATIONS				
1	Suitable Qualification at Degree Level.	E	✓	
2	A teaching qualification together with Qualified Teacher Status (QTS)	E	✓	
EXPERIENCE				
3	Experience of teaching, learning and assessment to at least KS2	E	✓	✓
4	A good understanding of curriculum developments in English and Mathematics	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
5	Able to use a range of teaching and learning strategies	E	✓	✓
6	Commitment to high standards in all aspects of the academy's work	E	✓	✓
7	An understanding of how Assessment for Learning can improve student performance and how to embed this within your department	E	✓	✓
8	Confidence in the use of standard computer packages and how these can be used to enhance student learning	E	✓	✓
9	Able to use student level data to raise standards	E	✓	✓
10	Enthusiasm for your subject	E	✓	✓
11	Creative problem solving together with willingness to take on and develop and try new approaches and ideas	E	✓	✓

12	Ability to relate to students in a pleasant and sympathetic manner and to recognise potential safeguarding issues	E	✓	✓
13	Able to communicate both orally and in writing to students and their parents	E	✓	✓
PERSONAL QUALITIES				
14	Pleasant and friendly manner	E	✓	✓
15	Polite and punctual	E	✓	✓
16	Reliable	E	✓	✓
17	A commitment to working as part of the whole Academy team and supporting the vision and aims of the Academy.	E	✓	✓