

# Lancasterian Primary School

## JOB DESCRIPTION



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<b>POSITION:</b>	EYFS/KS1/2 Class Teacher
<b>GRADE:</b>	Main Scale
<b>RESPONSIBLE TO:</b>	The Governors of Lancasterian Primary School
<b>REPORTING TO:</b>	A Co-Head Teacher

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### PURPOSE OF THE POST

- This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document and having regard to the National Standards for Teachers.
- Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the School Improvement Plan.
- The EYFS/KS1/2 Class Teacher will take responsibility for providing high quality teaching and learning across the curriculum.
- Appropriate professional development and support will be provided.

### CONDITIONS OF SERVICE

As described in the School Teacher's pay and conditions of service document Part X.

### MAIN DUTIES AND RESPONSIBILITIES

#### 1. Teaching

- To ensure accelerated progress of children to bring them in line with national age-related expectations.
- To ensure that children's work demonstrates clear evidence of progress and appropriate learning behaviours.
- To show a commitment to high standards of achievement, making assessments, keeping records and reporting on children's attainment and progress in accordance with school policies.
- To maintain an attractive, stimulating and interactive learning environment, making full use of available resources.
- To supervise the work of classroom support staff and work with colleagues within the school team.
- To maintain high expectations for learning behaviour, attendance and punctuality from all children, in line with school policies.
- To share responsibility for children's well-being, informing the appropriate member of the Senior Leadership Team (SLT) of any concerns and keeping the SLT informed about the children's learning and development.

#### 2. Curriculum

- To ensure all children have equal access to a broad and balanced curriculum.
- To undertake the organisation, planning, differentiation and implementation of the school curriculum within the requirements of school policies and the schools aims and objectives and the National Curriculum.

- To be fully informed and up to date with educational thought and practice, as well as school and local authority policies, paying particular regard to the implementation of the National Curriculum.
- To develop and foster classroom practice which values and enhances multi-lingualism throughout the curriculum and effectively meets the needs of multi-lingual pupils.
- To contribute to the development and review of school policies and aims.

### **3. SEN/Additional Needs**

- To demonstrate a thorough understanding and commitment to all aspects of inclusion.
- To show an awareness and understanding of the specific needs of all children in the class.
- To provide information concerning children with Special Educational Needs, liaise with SLT and/or support agencies when required and devise Individual Education Plans, giving due regard to the SEN Code of Practice where applicable.
- To work in collaboration with the SLT to ensure that support for children with other additional needs is in line with the overall approach to raising standards at the school.

### **4. Discipline and Relationships**

- To maintain good order, discipline and respect for others among pupils.
- To promote understanding of the school's rules and values.
- To develop relationships with and between pupils conducive to optimum learning.

### **5. Parental Involvement**

- To communicate and liaise with parents and carers on children's learning and progress.
- To participate in open days/evenings and consultations with parents and carers.
- To work in collaboration with senior and middle leaders on work related to encouraging parental involvement in raising standards (e.g. parent workshops).

### **6. Professional**

- To review and evaluate own teaching practice and participate in arrangements for appraisal, training and professional development.
- To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings.

### **7. Corporate life**

- To attend staff meetings, INSET activities and other school events.
- To take part in the corporate life of the school (e.g. attending assemblies, taking part in fundraising events, being part of the team organising concerts).
- To assist the school by taking other responsibilities within the school as agreed with the head teacher and SLT, depending on the strengths/interests of the teacher and the present needs of the school.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

### **8. Safeguarding**

- To take responsibility for safeguarding and promoting the welfare of children.
- To ensure the health and safety of the children.

## 9. Equality policies

- To help ensure that subject matter and learning resources reflect borough and school policies on equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed in 1 - 8 above.

## COMPETENCIES

	Essential	Desirable
Education	<ul style="list-style-type: none"> <li>• Qualified teacher status (ECTs welcome to apply)</li> </ul>	<ul style="list-style-type: none"> <li>• Higher qualification (e.g. masters, NPQML, etc.) or already working towards this</li> </ul>
Professional Development	<ul style="list-style-type: none"> <li>• Professional development in relation to teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of leading professional development in relation to improving teaching and learning</li> </ul>
Teaching and learning	<ul style="list-style-type: none"> <li>• Successful track-record in teaching in the Lancastrian (or similar) context, evidenced through good+ pupil achievement</li> <li>• Experience working in EYFS, keys stages 1 and/or 2</li> <li>• Sound knowledge of the national curriculum and effective approaches to its implementation</li> <li>• Understanding of - and commitment to - fully inclusive practice and provision</li> <li>• Understanding of effective long, medium and short term planning using the national curriculum</li> <li>• Experience in a wide range of effective strategies for teaching and learning, including the use of assessment for learning</li> <li>• Awareness of current developments in education and the implications of these for teachers and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of taking a leading role in some aspect of teaching and learning</li> <li>• Experience in working in a school in a 'vulnerable' position</li> </ul>
Standards and achievement	<ul style="list-style-type: none"> <li>• Understanding of characteristics of high achievement</li> <li>• Experience of implementing strategies to evaluate and improve standards and achievement within a class</li> <li>• Knowledge and skills in target setting and assessment processes and the effective use of data to improve teaching and learning within a class</li> <li>• Knowledge of the SEND code of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Competency in the use of Sonar Tracker (or similar assessment data management system) for the analysis of achievement data</li> </ul>
Interpersonal	<ul style="list-style-type: none"> <li>• Positive, enthusiastic and motivated approach to working with children and colleagues</li> <li>• Ability to establish and maintain good relationships with pupils, colleagues and parents, including dealing sensitively with</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in working with hard-to-engage parents</li> </ul>

	<p>people and resolving problems</p> <ul style="list-style-type: none"> <li>• Ability to communicate effectively verbally and in writing</li> <li>• Competent in the use of ICT</li> <li>• Resilient under pressure</li> <li>• Able to work with a high degree of autonomy</li> <li>• A strong commitment to equal opportunities and safeguarding</li> </ul>	
Leadership and Management	<ul style="list-style-type: none"> <li>• Understanding of the process of performance management</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of having had an impact on teaching and learning as leader</li> <li>• Involvement in developing, delivering and monitoring aspects of a school or subject development or action plan</li> </ul>