



Wroxall Primary School

KS2 Class Teacher Job Description

Employment details

Job title:	KS2 Class Teacher
Reports to (job title):	Headteacher
Hours of work:	Full Time
Level and scale point:	MPS

Main duties/responsibilities

General
Fully support the vision, ethos and policies of the school.
Act with honesty and integrity.
Have strong subject knowledge, regularly ensuring this knowledge is up-to-date.
Help to ensure the school, the people and resources within it are working to provide an efficient, effective and safe learning environment.
Make sure achievements and contributions to the school are substantial and sustained.
Promote collaboration and work effectively as a team member.
Make a distinctive contribution to raising standards across the school
Contribute to implementing school policies and processes, where appropriate.
Promote collective responsibility for policy implementation.
Work with parents in the best interest of the pupils.
Be aware of and carry out the duties/expectations outlined in the DfE's statutory School Teachers' Pay and Conditions Document 2016 guidance in your role as class teacher.
Take on additional responsibilities, as required by the Headteacher.
Ensure that health and safety procedures are followed.
Monitor and if necessary seek to address teaching standards for support staff within the classroom.
Conduct administration and supervisory duties around classroom management.

Teaching and development

Act as a role model for pupils and staff through high-quality teaching and learning, regularly demonstrating expertise.

Maintain high standards of teaching at all times.

Be flexible, creative and adept at implementing teaching methods within lessons that are effective and consistently well-matched to learning objectives and the needs of all pupils.

Integrate recent developments, including those relating to subject and curriculum knowledge, into lessons.

Use PPA time effectively for the enhancement of teaching and learning.

Be consistent in demonstrating teaching skills that lead to pupils achieving well in relation to their prior attainment, making progress that is as good as, or better than, similar learners nationally.

Have knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.

Demonstrate an understanding of how to personalise learning, in order to provide opportunities for pupils and maximise their learning potential.

Have a good knowledge of the assessment arrangements and requirements for the curriculum areas, including those relating to public examinations and standard assessments.

Have an up-to-date knowledge and understanding of the range of assessments and specifications, and their suitability for meeting the needs of pupils.

Have a well-developed knowledge of curriculum and subject areas, including how learning progresses within them.

Have sufficient depth of knowledge and training to be vigilant with Safeguarding and welfare concerns and the need for robust practise.

When setting homework, ensure that it is engaging, and consolidates and extends the knowledge of pupils.

Adapt teaching methods to meet the needs of individual pupils.

Demonstrate an ability to effectively engage with pupils who have English as an additional language (EAL).

Demonstrate an ability to effectively engage with and appropriately cater for pupils who are identified as having SEND and those who are in receipt of PPG funding.

Have a desire to lead on improving outcomes for children across the school through modelling and supporting the development of inclusive strategies as a whole school approach.

Evaluate lesson planners following lessons/assessments.

Actively encourage pupils to discuss their learning experiences, gather feedback on lessons and plan teaching methods and lesson structure accordingly.

Use learning support assistants effectively, to meet the needs of pupils and to support curriculum delivery.

Person specification

	Essential	Desirable	Evidenced through A//O/R
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (QTS). • A degree qualification. • Willingness to undertake CPD. 	<ul style="list-style-type: none"> • First-aid certificate • Evidence of further professional development. 	A
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> • Up to date teaching in key stage 2 with experience of other key stages. • Working with all children, including more able and those with SEND. • Experience of using assessment for learning. • Demonstrable professional regard for the ethos, policies and practices of the school in which they teach, having maintained high standards. • Up to date knowledge of the NC, Relationships, Sex and Health Education guidance and RE Living Difference III. • Up to date knowledge of safeguarding legislation. 	<ul style="list-style-type: none"> • Experience of working in more than one school. • Indications that pupils under their supervision have been achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally 	A//

<p style="text-align: center;">Skills</p>	<p>The successful candidate will have the ability to:</p> <ul style="list-style-type: none"> ● Create a stimulating, challenging and purposeful learning environment. ● Effectively respond to challenges, e.g. support and manage challenging behaviour. ● Uphold high standards, both of themselves and of the children – always looking to progress and develop. ● Participate in and contribute towards strategies to support staff development. ● Manage conflicting demands by prioritising according to need and timescale/ deadlines. ● Display positive interpersonal skills as a team member and maintain positive working relationships across the whole school. ● Understanding of how pupils' learning is affected by their personal, emotional and social development and the different stages of child development. ● Sound understanding of the Primary Curriculum. 	<ul style="list-style-type: none"> ● Able to attend and contribute towards the organisation of meetings/training/ INSET ● Work effectively with governors and parents/carers. ● Ability to motivate colleagues 	<p style="text-align: center;">A / R/O</p>
<p style="text-align: center;">Personal Qualities</p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> ● An enhanced DBS certificate and barred list check. ● An excellent attendance and punctuality record. ● Excellent verbal and written communication skills. ● Excellent time management and organisation. ● High expectations of self and professional standards. ● A commitment to CPD. ● The ability to work as both part of a team and independently. ● The ability to maintain successful working relationships with other colleagues. ● The ability to plan and resource effective interventions to meet curricular objectives. ● High levels of drive, energy and 	<p style="text-align: center;">SENCO National award accreditation or an interest in pursuing this accreditation.</p> <p style="text-align: center;">or</p> <p style="text-align: center;">Previous leadership experience with regard to Inclusion or maths</p>	<p style="text-align: center;">A/I/R/O</p>

	<p>integrity.</p> <ul style="list-style-type: none"> • Good sense of humour. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Committed to the value and promotion of inclusion or maths across the school with the desire to lead in one of these areas. • Dedicated to promoting their professional development, and that of others. • Able to consistently promote good behaviour. • Committed to contributing to the wider school and its community. • Able to effectively promote the school's ethos and vision. • Professionally assertive and clear thinking. • Able to attend meetings when required, in addition to managing a demanding workload. 		
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Key: A= Application I=Interview R=References O=Observation