



Key Stage 1 Primary Classroom Teacher Job Profile

Reporting Relationships

Responsible to: Headteacher

Key Relationships:

- Students/parents and carers
- Other teachers and support staff
- Direct and supervise the work of Teaching Assistants to ensure impact on pupil progress
- Co-operation and liaison with other internal and external professionals as required

Statement of Purpose

Fulfil the duties of a teacher in accordance with Teacher Standards and School Teacher's Pay and Conditions, developing, implementing and delivering a broad, balanced and relevant curriculum for all students, incorporating statutory requirements.

Foster a safe learning environment and educational experience which facilitates and supports all pupils to fulfil their potential, monitoring individual and overall progress of the class. Champion equality, diversity and inclusion and ensuring all students feel valued in the classroom and school community.

Roles and Responsibilities:

Planning

- Plan and deliver a high-quality learning experience meeting the requirements of the National Curriculum with regard for the school's vision, policies and schemes of work and the teaching programme for all children within your teaching group. This includes planning for online learning when necessary and in accordance with school policy and national guidance.
- Provide clear structures for lessons including structured objectives and content based on Assessment for Learning, personalised to meet the needs of all children, through adaptive teaching methods and resources.
- Set tasks which challenge pupils and ensure high levels of pupil interest, using a variety of delivery methods.
- Make effective use of assessment information on pupils' attainment and progress and in planning future learning opportunities for all pupils.
- Identify and provide appropriate challenge for all pupils to inform planning.
- Understand and provide support for children eligible for Pupil Premium.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs and disabilities. Liaise with SENDCOS and specialists to ensure that the needs of pupils on the SEND register are met.

Teaching and Class Management

- Teach pupils in an assigned group/s according to their educational needs, ensuring teaching objectives are met, making the best use of available teaching time.
- Use a variety of teaching and learning styles in delivery incorporating effective questioning and response to keep children engaged.
- Set high expectations for pupils' behaviour and attendance, establishing and maintaining a good standard of discipline through well-focused teaching and positive relationships, implementing school policies.

- Adhere to the school's behaviour procedures setting clear expectations for students and establishing routines.
- Monitor and intervene when teaching to ensure children are appropriately supported, challenged, fully engaged and on task.
- Establish a safe, stimulating and purposeful working atmosphere to enable every child to learn in which pupils are engaged and feel secure and confident.
- Set appropriate and demanding expectations for presentation of work.
- Provide developmental feedback to children guiding their learning to the next level.
- Contribute to the personal, social, health, citizenship and enterprise education of pupils.
- Deliver online learning as necessary and required by the school or national guidelines.

Pastoral Care and Wellbeing

- Understand and implement the child protection and safeguarding procedures of the school
- Promote the well-being of individual pupils and any class or group of pupils assigned to you including supervision in cloakrooms, the playground and around the school
- Promote a positive environment in which pupils feel safe and secure
- Ensure that information is shared with colleagues to ensure the well-being of pupils in your care
- Liaise and communicate with parents/carers and other external stakeholders to support education, engagement, attainment and welfare, developing a positive home school partnership.
- Accurately complete the register at the beginning of morning and afternoon sessions
- Ensure that medical information about the pupils you teach is known.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess how well learning objectives have been met and use this assessment to improve teaching and learning.
- Assess, record and report each pupil's progress systematically through focused observation, questioning, testing and marking/feedback.
- Mark and monitor work, providing development to children guiding their learning to the next level, addressing achievement, failure and aspiration.
- Set targets for future learning and progress based on children's prior attainment.
- Understand the relevant Key Stage expectations and use this knowledge to assess pupil progress.
- Provide reports on individual academic and social progress to the Headteacher and parents.
- Use national, local and school data to set and monitor targets for individual pupils in maths, reading, writing and science.
- Meet with parents to discuss their child's learning and academic and social progress.

Management

- Manage and lead in an agreed area of school improvement.
- Contribute to the professional development of other teachers and support staff.
- Take responsibility for volunteers helping you in school with your teaching groups.
- Contribute to the organisation within your year group team, taking a fair share in organising activities, visits and visitors to provide a rich and stimulating curriculum.

Other Professional Requirements

- Understand your professional responsibilities and have a working knowledge and understanding of relevant legislation.
- Understand and follow all school policies and procedures.
- Establish effective working relationships with colleagues.
- Set a good example through your presentation and your personal and professional conduct.
- Participate and contribute to meetings which relate to school management, curriculum, administration and organisation.
- Participate fully in school life supporting school functions, extra-curricular opportunities and Trust events.
- Take responsibility for your professional development and keep up to date with research and developments in pedagogy.

- Actively engage in performance management undertaking self-reflection and evaluation of own teaching practice.
- Promote good relationships with parents and carers, and other external stakeholders.

Curriculum Leadership (if required)

- Responsibility for leadership of curriculum area, including ensuring a relevant and appropriate curriculum policy is produced and reviewed, according to the school’s schedule, and is complimented by associated action plans and schemes of work.
- Monitor and evaluate learning within the curriculum area in line with the school’s monitoring and assessment cycle.
- Collate and analyse information relating to the standards achieved in the curriculum area for presentation to the Leadership Team.
- Audit resources in the curriculum area.
- Secure and allocate resources necessary to deliver the curriculum area within an allocated budget.
- Advise and support other members of staff on the content and delivery of the curriculum area.
- In consultation with the Senior Leadership Team, identify and secure provision of appropriate in-service professional development in relation to the curriculum area.

**Key Stage 1 Primary Classroom Teacher
Person Specification**

Skill Factors	Essential or Desirable	Measured By
<p>Experience & Knowledge</p> <ul style="list-style-type: none"> • Recent experience as a classroom teacher within a primary setting • Knowledge of the national curriculum and relevant statutory frameworks • Understanding of how pupils learn and their physical, intellectual, emotional and social development • Understanding of what makes teaching effective • Knowledge of teaching phonics and developing children’s early reading, writing and communication skills • Knowledge of effective behaviour management strategies and experience of implementation • Understanding of SEND and how to create an inclusive classroom • An awareness, understanding and commitment to the principles of inclusion • Knowledge and understanding of monitoring, assessment, recording and reporting of pupils’ progress (including learning journals and online assessment tools) • Understanding of how to support disadvantaged pupils by providing rich opportunities to enable vulnerable groups to make at least good progress • Experience of subject leadership • Preparation and administration of statutory National Curriculum Tests 	<p style="text-align: center;">E E E E E E E E E E E D D</p>	<p style="text-align: center;">A/I A/I I I A/I A/I I I A/I I A A</p>

<p>Qualifications & Training</p> <ul style="list-style-type: none"> • Relevant degree • Qualified Teacher Status • Safeguarding Training • Forest School Accredited Training • Evidence of continued professional development or a willingness to undertake relevant training/development 	<p>E E E D D</p>	<p>A A A/I A A</p>
<p>Personal Skills</p> <ul style="list-style-type: none"> • Able to provide effective learning for whole classes, groups and individuals • Take responsibility and accountability for the progress of all children within allocated class/teaching group • Create an inspiring, challenging and enabling learning environment both inside the classroom and other areas inside and outside school • Provision of high-quality relevant resources that support learning • Willing and able to demonstrate good practice, setting high expectations • Be able to plan effectively to meet the learning needs of all children, based on data and learning outcomes • Ability to use school-based tracking systems • Able to develop and maintain good personal relationships within a team • Ability to establish and develop positive and engaging relationships with parents • Ability to demonstrate effective liaison with school stakeholders • Adaptable and flexible • Ability to remain calm under pressure and manage conflict/challenging conversations in a professional manner • Good time management skills to ensure all directed and non-directed time is managed well and work priorities are met • Good organisational skills 	<p>E E E E E E E E E E E E E E E E E</p>	<p>A/I A/I I A/I I I A I I I I I I I I I</p>
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Approachable and caring manner to meet the needs of individuals within the school community • Interest in education demonstrated through being research informed and undertaking regular professional reading • Empathy with the needs of all children • Enthusiastic, positive and motivated • Ability to inspire young learners • High level of integrity • High personal standards at work • Willingness to be an active member of the whole school community • Willingness to 'go the extra mile' when required • Uphold Part 2 of Teacher Standards 	<p>E E E E E E E E E E</p>	<p>I I I I I I I I I I</p>

Key: A=Application Form, I= interview and selection process