



**Job Description:** Class teacher + Upper Key Stage 2 Phase Leader (TLR 2)

**Salary Range:** MPR/UPR + TLR 2b (£4,517)

**Hours:** Full time

**Contract Type:** Permanent

### **Roles and Responsibilities**

- This job description should be followed in conjunction with the statutory **Professional DFE Teachers' Standards in England (September 2012) and for UPR – Post Threshold Standards**

### **Duties and responsibilities**

#### **Teaching**

##### **A teacher must:**

1. Set high expectations which inspire, motivate and challenge pupils
2. Assess, monitor, record, and report on the learning needs, progress, and achievements of assigned pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the professional and maintain high standards of ethics and behaviour, within and outside school
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory framework which set out their professional duties and responsibilities.

In addition the following is designed to give clear guidance on the roles and responsibilities at Blakesley Hall Primary School.

### **Teaching and Learning**

- 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.

- Understand progression in primary subjects, demonstrating a deep understanding the progression in Key Stage 2.
- Deal securely with subject-related questions that pupils raise and know about pupils' common misconceptions and mistakes in primary subjects.
- Plan effectively to ensure that all pupils have the opportunity to meet their potential considering:
  - Race and gender (with regard to all protected characteristics)
  - The needs of pupils who are under-achieving
  - Those pupils who are most able
  - Pupils for whom English is not their first language
  - Pupils with special educational needs and/or disabilities (SEND)
- Plan effectively to meet the needs of pupils with SEND and, in collaboration with the SENCO/Inclusion Manager, make an appropriate contribution to the preparation, implementation, monitoring, and review of IEPs
- Select and make good use of books, ICT and other teaching and learning resources that enable learning objectives to be met.
- Use teaching methods, which keep pupils engaged, including:
  - Stimulating pupils' intellectual curiosity
  - Effective questioning and curiosity
  - Strong Assessment for Learning practices
  - Clear spoken and written presentation
  - Good use of a range of resources

### **Curricular and Other Opportunities**

- Demonstrate that the planned curriculum is in line with:
  - The National Curriculum and subjects agreed upon by the school
- Recognise that learning takes place outside the school context and so provide opportunities to develop pupils' understanding by relating their learning to real experiences
- Ensure that learning is cross-curricular wherever possible

### **Pupils' Attitudes**

- Through positive and productive relationships and in the context of the school's behaviour policy:
  - Maintain good order and discipline among all pupils, managing behaviour effectively to ensure a good and safe learning environment
  - Promote the safety and wellbeing of pupils

### **Care of Pupils**

- Follow the school's health and safety arrangements and provision for all pupils' welfare including SEND, Safeguarding, Risk Assessments and Child Protection procedures
- To demonstrate an understanding of the Social, Moral, Spiritual and Cultural diversity of all children and take opportunities to enrich and develop this

### **Communication**

- Liaise effectively with pupils, parents/carers through informative verbal and written reports on pupil progress and achievements, discuss appropriate targets and encourage support in their children's learning, behaviour and progress

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Leadership and Management**

- To lead and manage the development of your phase, set and exemplify high expectations of conduct, establish and work within a team
- Make a valuable contribution to the production of the School Development Plan through the production of the phase action plans liaising professionally with SLT
- Contribute to the recruitment and professional development of other teachers and support staff

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education and Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

### **Line Management – RESPONSIBILITY TO AND FOR (TLR 2 – Phase Leader):**

- You are required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the Headteacher.
- You report for the purposes of day-to-day management to the Senior Leadership team member for your phase.
- You are responsible for the management, direction and supervision of designated employees in your phase as specified by the Headteacher.

### **Conditions of Employment**

The above responsibilities are in accordance with the requirements of the Education Act 2002 and the Statutory School Teachers' Pay and Conditions and statutory orders in terms of duties and working time, also any procedures and policies set by the Governing Body of the school who interpret the teachers' conditions of employment.

Job Description issued by Headteacher:

Signed.....Teacher                      Date.....

Signed.....Headteacher      Date.....