



Job Description

Position: Class Teacher

This is a full-time post. Part-time applications will be considered. Colleagues with experience at KS2 are encouraged to apply, but we are open to appointing an excellent KS3 trained teacher, or to colleagues interested in transferring from KS1. The exact responsibilities and year group will be dependent on the strengths of the successful applicant.

Job Description Reports to: Phase Lead

Purpose:

- to teach a cohort of pupils according to the Advantage Schools curriculum
- to ensure that assessment of these pupils is robust and fills gaps in knowledge
- to assist Elstow School's Governors and SLT with providing exceptional practice in the curriculum and assessment arrangements as applicable to primary pupils in a 4-11 setting.
- to support very high expectations and standards in all aspects of school life in keeping with the vision for the school
- to ensure that safeguarding procedures and practices are followed with rigour

Specific Duties:

Plan teaching to ensure progression in pupils' learning through:

- identifying clear teaching and learning objectives for pupils based on the Advantage Schools curriculum (broadly: the national curriculum 2014 for literacy, mathematics and science, the knowledge-based curriculum as outlined by Civitas), and planning, teaching and assessing using the school's systems
- participating in curricular development of specific subjects and/or phases to ensure that the curriculum meets the requirements of further study and/or transition to secondary school
- setting tasks which challenge all pupils
- ensuring high levels of attention, participation and well-being, hence stimulating interest in the curriculum
- maintaining very high expectations of behaviour from each pupil in line with the established behaviour management system in the school
- maintaining very high expectations of outcomes, and expect to be held accountable for them

- setting clear targets building on prior attainment, including consideration of the key performance indicators for age-related expectations
- identifying the needs of individuals and groups within the class, or year group, taking note of individual education plans and liaising with the SENCO as required
- making effective use of assessment data and information to track progress and attainment accurately, in conjunction with colleagues and the phase lead.
- planning opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- the effective use of other adults, including teaching assistants and volunteers
- the effective use of resources

Teaching and Class Management:

- liaise effectively with the phase leader and SLT members in pursuing teaching and learning excellence
- establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- manage pupils' behaviour, establishing and maintaining an exceptional standard of discipline through well-focused teaching and through positive and productive relationships
- provide clear structures for lessons, maintaining pace and challenge to drive learning and hence motivation
- use appropriate teaching methods to:
 - (i) structure information well, including where appropriate outlining content and aims and summarising key points as the lesson progresses
 - (ii) instruct, demonstrate and give accurate, well paced explanations using appropriate vocabulary
 - (iii) use effective questioning, listen carefully to pupils, give particular attention to errors and misconceptions
- ensure pupils acquire and consolidate knowledge, skills and understanding in line with age-related expectations and the school's high expectations for challenge
- engage proactively with the coaching model of teaching development in the school to critically evaluate your own teaching to improve effectiveness

Monitoring, assessment, recording, reporting:

- periodically assess how well objectives have been achieved in terms of the key performance indicators for reading, writing and mathematics, as well as the ITAF's and use pupil level data and information to improve specific aspects of teaching
- monitor and assess pupils' work and set targets for progress

- keep up-to-date and accurate records detailing pupil achievement, through the school's assessment systems
- help prepare and present informative reports to SLT and governors
- to ensure parents are aware of their child's achievement, behaviour and areas for development through both formal and informal systems

Other professional requirements:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- endeavour to give every child the opportunity to reach their potential and meet very high expectations
- contribute to the life of the school through co-ordination of a foundation subject
- take responsibility for their own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors as necessary
- liaise with other schools regarding transition as necessary
- liaise with secondary schools for Y7 transition as necessary
- to carry out other duties as reasonably required by the Principal



Person Specification

	High-priority	Desirable
Qualifications	<p>QTS</p> <p>GCSE in English and mathematics at C grade or better</p> <p>Undergraduate Degree</p>	<p>Undergraduate degree at Upper Second or better</p> <p>Masters Degree</p> <p>Evidence of recent professional development in core curriculum for KS2</p>
Experience	<p>Current experience of teaching KS1,2 or 3</p> <p>Evidence of data outcomes and knowledge of KS2 teaching requirements</p> <p>Recent experience in teaching a wide enriched curriculum in a KS2 setting, or extensive understanding of requirements</p>	<p>Knowledge of curriculum 2014 and the 2018 ITAF for KS2</p> <p>Evidence of planning for, teaching tracking progress and attainment of pupils working well above or below ARE</p>
Competencies	<p>An understanding of theory and practice in providing effective teaching and learning for needs of all children at KS2 age (eg classroom organisation and teaching strategies)</p> <p>Evidence of commitment to continuous professional development</p> <p>Statutory requirements for monitoring and assessment using standardised scores in tests. Understanding age related expectations and greater depth in reading writing and mathematics</p> <p>High level of understanding of grammar and punctuation for KS2</p>	<p>Preparation and administration of interim and end of year assessments</p> <p>Understanding of the changing statutory assessment for primary schools from 2020</p> <p>Recent experience of writing moderation at KS2</p> <p>Understanding of strategies to promote teaching and learning in KS2 for a range of abilities including SEND</p> <p>Have some understanding of the term 'Knowledge-Based Curriculum' and know how to plan and</p>

	<p>Completely committed to the safeguarding of pupils (essential)</p>	<p>teach a sequence of lessons with specific knowledge outcomes</p> <p>Be able to argue for specific pieces of knowledge to be a part of (or not a part of) the Advantage Schools curriculum at KS2 or in a specific subject</p> <p>Ambitious for the school system across the UK, and their particular role in this</p>
<p>Personal Characteristics</p>	<p>Behave and act in line with the school's values and ethos</p> <p>Be calm under pressure and be patient</p> <p>Be committed to the children in the school and their progress and development</p> <p>Very high expectations of pupils and their outcomes</p> <p>Open to feedback on personal and school performance</p> <p>Very high level of professionalism, including willingness to challenge colleagues and the school to be better</p> <p>Be resilient in coping with the day to day pressures of school life</p>	