



# South Park Primary School

Self-belief Perseverance Pride Success

## **JOB DESCRIPTION**

<b>School:</b>	South Park Primary School
<b>Post Title:</b>	Class Teacher
<b>Salary:</b>	Main Pay Range/Upper Pay Range <i>Outer London</i>
<b>Hours:</b>	Full-time
<b>Contract type:</b>	Permanent
<b>Reporting to:</b>	Headteacher

## **GENERIC TEACHER ROLE**

- To carry out the duties of a school teacher as set out in the current School teachers' Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
- To demonstrate good inclusive practice with particular reference to children with special educational needs more able children and children with English as an additional language.
- To be committed to and actively promote the school's equal opportunities policy.
- To uphold the school's principles and policies which underpin good practice and the raising of standards.

## **JOB PURPOSE**

- To plan, teach, assess and develop the learning, the social and emotional needs of a class of pupils across the curriculum in order to make a measurable contribution to whole school targets and add positively to the ethos of the school.

## **SPECIFIC RESPONSIBILITIES**

**Staff:** To work collaboratively with other teachers and manage and work collaboratively with any Teaching Assistants or other support staff assigned to the class by the Headteacher.

### **Principal Accountabilities:**

Every teacher at South Park Primary School is expected to:

1. Support the school's aims to provide a happy, orderly and stimulating environment in which children learn effectively and gain the highest possible achievements.
2. To weekly plan, implement and assess a curriculum, which incorporates the National Curriculum/Foundation Stage Curriculum and is in line with school policies. Demonstrate good classroom practice, expecting and maintaining high standards of work.
3. Monitor, record and track the progress of each child in the class and respond with appropriate curriculum changes in light of that assessment.
4. Use ICT effectively for planning, teaching and assessing.

5. Identify, assess and meet the needs of children for whom English is an additional language. Ensure additional support is focusing on raising achievement of all children with EAL.
6. Identify and assess the special educational needs of individual children in tandem with Inclusion leaders and share the responsibility for meeting those needs with other designated staff.
7. Encourage all children to develop a sense of responsibility for themselves, other people and their environment, and to promote a positive ethos in which high self-esteem is fostered.
8. Foster good relationships with parents and form a partnership for the education of the child, involving them whenever possible in the learning process.
9. Take responsibility for the health and safety of all children in your care, both in school and on any outing organised by the school, reporting all concerns to the appropriate manager.
10. Work to implement the equality of opportunities and inclusion throughout the school.
11. Actively contribute to the progress of the targets within 'The School Development and Improvement Plan', the annual audit and any other school reviews. This includes review, development and maintenance of the Curriculum– working with others, particularly the Year Group and Curriculum Teams to ensure the curriculum continues to meet the needs of the children in the school.
12. Be aware of annual data produced in relation to the school and be able to analyse and use it.
13. Through participating in the arrangements for the school's own annual evaluation - reflect on the standards we are achieving at South Park Primary School and your contribution to maintaining and raising standards and taking action as necessary.
14. Attend and contribute to all staff meetings and other meetings/training related to your job.
15. Participate in the training of students as required.
16. Participate in the smooth running of the school by:
  - Being punctual
  - Minimising personal absence
  - Ensuring safe maintenance of communal areas
  - Completing paperwork / forms accurately
17. Take personal responsibility for annual self-review (part of the Appraisal system for Teachers) and for on-going professional development.
18. Cover for absent colleagues in line with Government regulations.
19. Use PPA time effectively for the enhancement of teaching and learning (in line with the school's PPA policy).
20. Play a critical role in the life of the school.

*For staff on UPS 1-3 there is also an expectation that those staff will fulfil the requirements as set out in the Post Threshold Standards*

## **PERFORMANCE MEASURES**

- Appraisal assessment will be based on the responsibilities listed above, the Teachers Standards and the Post Threshold Standards where relevant. Judgements will be made against these as part of the school's appraisal cycle.

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*

*This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD), the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.*

*This job description should be read in conjunction with Annex 1 – Teachers' Standards (England) contained within the STPCD. All school-based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.*

## **PERSON SPECIFICATION (ESSENTIAL)**

<b>QUALIFICATIONS &amp; TRAINING</b>	<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Degree</li><li>• Have undertaken, or willing to undertake, appropriate and current professional development</li></ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"><li>• Recent experience of teaching in EY, KS1 or KS2</li><li>• Proven excellent classroom skills</li><li>• High expectations of children</li><li>• Skill in working with children ‘vulnerable to making progress’</li><li>• Effective strategies for promoting good learning behaviour and positive attitudes</li><li>• Informed commitment to safeguarding, including current child protection training</li></ul>
<b>KNOWLEDGE &amp; UNDERSTANDING</b>	<ul style="list-style-type: none"><li>• Knowledge and understanding of the demands of the national curriculum, with an ability to make it broad and creatively stimulating</li><li>• Secure understanding of systematic synthetic phonics in order to ensure development in children’s reading and writing</li><li>• Clear understanding of appropriate teaching strategies in order to ensure progression in mathematics</li><li>• Good ICT skills for delivering of the curriculum as well as to support other professional duties</li><li>• High expectations of pupils’ work and attainment</li><li>• Effective behaviour management and related strategies</li><li>• Secure knowledge and understanding of the assessment processes in EY/KS1/KS2, including a good practical understanding of Assessment for Learning (AfL) strategies</li><li>• An understanding of, and active commitment to, inclusive practice</li><li>• Good understanding of how to improve children’s writing</li></ul>
<b>SKILLS &amp; QUALITIES</b>	<ul style="list-style-type: none"><li>• Is passionate about teaching and making a difference to young learners</li><li>• Has a commitment to providing an exciting, broad and balanced curriculum</li><li>• Holds children in high esteem; has a caring nature and empathy with children</li><li>• A commitment to working positively, actively and effectively to provide partnership with both parents/carers and the wider community</li><li>• Able to work effectively as part of a team whilst being resilient, independent and self-motivated</li><li>• Ability to critically evaluate and reflect on own performance</li><li>• Ability to receive and act on professional advice</li><li>• Caring and friendly personality</li><li>• Enthusiasm and willingness to learn</li><li>• Demonstrate a high level of interpersonal skills and show ability to work as a team member</li><li>• Good oral and written communication skills</li><li>• Willingness to undertake an extracurricular activity</li><li>• Understanding of child protection and safeguarding procedures</li></ul>
<b>SPECIAL REQUIREMENTS</b>	<ul style="list-style-type: none"><li>• Be willing to undergo enhanced safeguarding (DBS) checks and a pre-employment health check</li><li>• Be willing to participate full safeguarding training and maintain the expectations linked to this</li><li>• Be fully supportive of the ethos of the school</li></ul>

### **Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:** April 2024

**Next review date:** September 2024

**Line manager's signature:**

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**Date:**

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**Postholder's signature:**

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**Date:**

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