



Willenhall Community Primary School

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The
Affinity
Federation

Class teacher - Job Description

Willenhall Community Primary School is committed to the promotion of equal opportunities and diversity. We are committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undertake an enhanced DBS check.

Main Duties and Responsibilities

You are required to carry out the duties of a school teacher as set out in the latest School Teacher's Pay and Conditions Document and having regard to the National Standards for Teachers.

1. Teaching

- 1.1 Contribute to raising standards of teaching and learning through demonstrating excellent classroom practice.
- 1.2 To undertake class teaching including the organisation, planning, differentiation and implementation of the curriculum within the requirements of school policies and the schools aims and objectives and schemes of work, and the National Curriculum.
- 1.3 Ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of teaching time.
- 1.4 Set tasks, including homework, which challenge pupils and ensure high levels of pupil interest.
- 1.5 To show a commitment to high standards of achievement, make assessments, keep records, provide feedback to children and report on individual children's progress and achievement in accordance with school policies
- 1.6 Make effective use of assessment information on pupil's performance, attainment and progress in lessons when planning future lessons and sequences of lessons.
- 1.7 Share in the whole school responsibility for the well-being and discipline of all pupils.
- 1.8 To maintain a safe, attractive, stimulating and interactive learning environment, in which pupils feel secure and confident.
- 1.9 Set high expectations for pupil's behaviour, in accordance with the school's behaviour policy, establishing and maintaining a good standard of discipline through well-focussed teaching and through positive and productive relationships.
- 1.10 Have clear knowledge of the school's child protection and safeguarding procedures, ensuring that any concerns or disclosures are reported immediately to the school's Child Protection Leader.
- 1.11 Ensure each child's best progress with regard to the school's stated Aims and Values, seeking opportunities to contribute to the quality of the pupil's wider educational development, including their personal, spiritual, moral, social and cultural development.
- 1.12 To positively embrace professional development.

2. Curriculum

- 2.1 To be fully informed and up to date with Educational theory and practice, also Local Authority and School Policies, with particular regard to the implementation of national strategies and the National Curriculum.
- 2.2 To ensure all children have equal access to a broad and balanced curriculum and that individual needs are met.
- 2.3 To demonstrate a thorough understanding and commitment to all aspects of Equal Opportunities and Inclusion
- 2.4 Select and make good use of a wide variety of learning resources which enable teaching objectives to be met by all pupils.
- 2.5 To provide information concerning children with Special Educational Needs and English as an Additional Language, liaise with Inclusion manager and/or support agencies, when required and devise Individual Education Plans, giving due regard to the SEN Code of Practice where applicable.
- 2.6 To contribute to the development and review of school policies and aims.
- 2.7 Ensure that all planning is up to date, current and stored on the school network.

3. Responsibilities

- 3.1 To supervise the work of classroom support staff and work with colleagues within a planning team.
- 3.2 To communicate and liaise effectively with parents and carers and relevant agencies on children's learning and progress.
- 3.3 To participate in open days/evenings and consultations with parents and carers
- 3.4 To attend staff meetings, INSET activities and work in conjunction with other staff
- 3.5 To assist the school by taking an area of responsibility within the school as agreed with the Head Teacher and Senior Staff, depending on the strengths/interests of the teacher and the present needs of the school.
- 3.6 To review and evaluate your teaching practice and participate in arrangements for appraisal, training and professional development.
- 3.7 To change area of responsibility as the needs of the school change.
- 3.8 Share break time supervision of pupils.
- 3.9 Be fully conversant with, and adhere to, all stated policies with regard to the health and safety of all children.
- 3.10 Any other duties and responsibilities within the range of the salary grade.
- 3.11 Complete records on all children in class as required by the school, including end of year reports.
- 3.12 Be aware of and use, if necessary the shared expertise of staff.

The post holder must comply with Coventry City Council's health and safety policy and in particular is required:-

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions.
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required.
- Not to intentionally or recklessly interfere with or misuse anything provided in the interest of health, safety and welfare.
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Date Reviewed: March 2021

Person Specification

1. Qualifications/Training

- Qualified teacher status
- Evidence of involvement in INSET activities as a participant
- Evidence of commitment to further professional development
- Excellent and unequivocal references

2. Knowledge and Understanding

- Knowledge and understanding of the principles of primary education at Key Stage 1 and Key Stage 2.
- Up to date knowledge of the curriculum including the statutory requirements of the National Curriculum.
- Knowledge of the schools and teachers role in providing effectively for the needs of all pupils, including those with behavioural and/or learning educational needs.
- An understanding of the importance of cross curricula planning and delivery.
- An understanding of the use of assessment data to set targets for improvement, to track individuals and groups and to use that knowledge as a means of successful intervention and in order to meet the statutory requirements of the National Curriculum.

3. Experience

- Experience of teaching in Key Stage 1.
- Experience of providing for educational needs across a full ability range, including Special Needs.
- Experience of formative and summative assessment to inform the planning of future learning.
- Experience of contributing to the wider school life.
- Experience of active learning strategies and learning outside the classroom.

4. Skills and Abilities

- Work to establish good communication and relationships with parents/carers, staff and the wider community.
- A professional attitude to providing the best quality education and working as part of a whole school team.
- Excellent teaching and organisation skills
- The ability to create a stimulating, enabling interactive learning environment.
- A willingness to promote the caring attitudes and values of our school and a commitment to supporting the implementation of our Behaviour Policy.
- The ability to meet the needs of all pupils based on Assessment for Learning
- Good personal relationships e.g. be a member of the team and have the ability to listen to and respond sensitively to both adults and children in a calm and professional manner.
- Flexible to new ideas, able to embrace change and display resilience to challenge.
- The ability to actively promote self-esteem of all children encouraging them to seek and then value achievement.
- IT literate and the clear ability to integrate this into classroom practice.
- An appreciation of the importance of establishing and developing close relationships with parents/carers, governors and other stakeholders.
- Communicate effectively and present a good model of Standard English, both orally and in written form, to a variety of audiences.
- Have a calm, firm approach and a positive attitude with an awareness of strategies for managing children with challenging behaviour.
- A commitment to, and putting into effect of, Equal Opportunity policies.