

STIVICHALL PRIMARY SCHOOL



Post: CLASS TEACHER

JOB DESCRIPTION

This job description allocates duties and responsibilities but does not direct the particular time to be spent on fulfilling them. In allocating time to the performance of duties and responsibilities the teacher should use time directed in accordance with the school's time budget, and have regard to Clause 4(i)(f) of the School Teachers' Pay and Conditions document.

Duties are to be performed in accordance with paragraphs 33 to 36 in the School Teachers' Pay and Conditions document.

This job description is subject to local agreements detailed in the Coventry City Council Personnel handbook, (including the grievance procedure outlined in section G) which has been agreed by the school's Governing Body.

In undertaking the roles of class/subject teacher and curriculum leader the following need to be addressed:

- a) differentiation
- b) relevance
- c) progression
- d) breadth and balance
- e) coherence
- f) planning and organisation (including pastoral and curriculum role)
- g) evaluation of both the delivery and effectiveness of Schemes of Work
- h) recording, reporting and assessment.
- i) Quality First Teaching embedding Assessment for Learning across the curriculum.

SCHOOL

- The school is committed to policies of ensuring equal opportunities for all pupils and staff regardless of race, gender or disability, and to the active participation of parents in the life of the school.
- Members of the teaching staff are committed to support the work of colleagues with responsibilities in other phases, teams or curriculum areas to the overall benefit of the pupils. Staff are also expected to support other initiatives determined by the Head after consultation with the staff, or which arise from local authority or national initiatives.
- This job description will be reviewed at the end of each academic year in accordance with the needs of the school and its pupils. In addition it may be reviewed at any time after consultation with you.
- Your post requires you to teach pupils in the age range 4 – 11 years, being the range of pupils on the roll of the school.
- The days to be specified by your employer or by the Head Teacher under Paragraph 36 (1)(a) of the Pay and Conditions document (the five non-pupil contact days) and the hours allocated by the Head Teacher under Paragraph 36 (a)(b) of the Document (the "1265 hours") shall be the subject of a separate statement issued by your employer or the Head Teacher as the case may be.

THE POST

As a class teacher you will be expected to prepare, deliver, review and evaluate the aspects of the curriculum which you deliver to your classes. This is to be undertaken in relation to school policies, curriculum documentation and the School Development Plan.

You will also be expected to maintain and develop your professional and curriculum skills by attending appropriate in-service training courses. Your daily professional conduct and practice should meet career stage expectations as outlined in the Teachers' Standards 2012 and the school Appraisal and Capability Policy.

CURRICULUM RESPONSIBILITIES

TMS post holders will also be expected to lead and/or be members of curriculum teams.

CURRICULUM TEAM MEMBERS

Staff who are members of curriculum teams will be responsible for assisting the team leader in:

- implementing the new curriculum;
- the development of appropriate policies and schemes of work throughout the school;
- advising and assisting in their delivery, implementation and assessment;
- supporting other teachers;
- advising on the continuity and appropriate development of pupils' experience;
- monitoring and assessing the effectiveness of work in their area throughout the school;
- identifying and ordering appropriate materials and resources;
- ensuring that the needs of children in the Early Years Foundation Stage, Key Stage One and Key Stage Two are equally satisfied.

OTHER DUTIES

You are required to carry out such particular duties as the Headteacher may reasonably direct from time to time.



PERSON SPECIFICATION FOR TMS POST

1. QUALIFICATIONS/TRAINING

- Qualified teacher
- 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 Reception, Key Stage 1 and Key Stage 2.
- Up-to-date knowledge of curriculum management including the statutory requirements of the National Curriculum at Key Stage 1 and 2 and the Early Years Foundation Stage.
- Knowledge of the school's role in providing effectively for the needs of all pupils, including those with special educational needs.
- An understanding of assessment, recording and reporting of pupils' progress and achievements in order to meet the statutory requirements of the National Curriculum.

3. EXPERIENCE

- Experience of teaching in Reception, Key Stage 1 or Key Stage 2.
- Experience of participation in and a commitment to a team approach.
- Evidence of specialism in, or recent experience of leading or co-ordinating a National Curriculum subject.

4. SKILLS AND ABILITIES

Evidence of :

- a recognition and understanding of whole school issues;
- effective participation in strategies supporting their own professional development;
- an understanding of developing an enabling environment;
- the ability to meet the needs of all pupils based on Assessment for Learning;
- good personal relationships, e.g. be a member of a team, and handle difficult situations sensitively;
- an appreciation of the importance of establishing and developing close relationships with parents, governors, the local community and other external agencies;
- a recognition of the importance of involving staff, parents, governors and other interested parties in the process of establishing a clear and shared set of aims, objectives and values for the school;
- the ability to communicate effectively, both orally and in written form, to a variety of audiences;
- a commitment to, and putting into effect of, Equal Opportunities policies;
- a commitment to, and a recognition of, the importance of extra-curricular and PTA activities;
- ICT literacy and clear ability to integrate this into classroom practice.