



BOWKER VALE PRIMARY SCHOOL
CLASS TEACHER
PERSON SPECIFICATION & JOB DESCRIPTION

PERSON SPECIFICATION

MINIMUM ESSENTIAL REQUIREMENTS

(The ordering of these statements is not significant)

Skills/Knowledge: Each of the skills listed below should be considered within the context of equality issues, embracing race, gender, disability, poverty and individual educational needs.

INTERPERSONAL SKILLS

To be able to communicate and co-operate effectively by:-

- Establishing and maintaining good relationships, in partnership with pupils, parents and colleagues.
- Being aware of the school environment, including links with the local community.
- Using teaching strategies which develop pupils' language, literacy and collaborative study skills.
- Exploiting opportunities to develop the personal, social and cultural development of pupils.
- Developing appropriate social values and standards through one's own personal and professional conduct.

MANAGEMENT AND ORGANISATION

To be able to manage and organise effectively by:-

- Creating a purposeful, orderly, supportive and stimulating environment for pupils' learning.
- Matching teaching to children's individual needs so that one's own and pupils' time is used effectively.
- Using a variety of teaching styles, including whole class, group and individual approaches in which clear targets are set for pupils' learning.
- Identifying and providing for pupils with individual educational needs, through the application of individual Education Plans.
- Establishing and maintaining consistently high expectations of pupil behaviour through well-focused and well-paced teaching.

CURRICULUM

To be able to teach effectively and to ensure continuity by:-

- Knowledge of the methods specified for primary English and Mathematics, including the National Literacy and Numeracy strategies, for ICT and Science.

- Planning, delivering and assessing learning activities so as to inform future planning.
- Coverage of the National Curriculum programmes of study.
- The assessment recording and reporting of pupils against both teacher and attainment targets.

PROFESSIONAL DEVELOPMENT

To undertake Professional Development by:-

- Demonstrating self-awareness of professional needs, and being responsive to the mentoring process.
- For ECTs, to participate in induction training related to targets agreed with the induction tutor
- Establishing effective working relationships with colleagues, being responsible for the deployment of support staff, involving them in the management of learning.

EXPERIENCE/QUALIFICATIONS/TRAINING

- To have trained as a teacher for the appropriate Primary age group.
- To have had teaching experience of children in the Early Years, Key Stage 1, or Key Stage 2 age range

WORK RELATED CIRCUMSTANCES

- As indicated in Schedule XI of the “Conditions of Employment of School Teachers”.

JOB DESCRIPTION FOR THE POST OF A MAIN SCALE TEACHER

POST TITLE: Main Scale Teacher

RESPONSIBLE TO: The Headteacher through the Deputy Headteacher and Assistant Headteacher

MAIN PURPOSE: To work as a class teacher to provide an effective education for her/his children within the context of the aims and objectives of Bowker Vale Primary School.

MAIN TASKS: All teachers are subject to the Conditions of Employment set out annually in the School Teachers’ Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

These include:

- **To have** high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- **To prepare**, operate and evaluate an effective, relevant, meaningful and creative classroom curriculum to develop skills, concepts, knowledge and attitudes through a mixed range of teaching methods.
- **To provide** a broad, balanced curriculum reflecting the schools aims, objectives and policies.
- **To support and** guide learners so they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners to use and apply their skills and knowledge.

- **To know** the assessment requirements, arrangements and range of approaches for the curriculum areas being taught.
- **To promote** positive working relationships with parents as partners in their children's education by providing opportunities to link home school learning.
- **To communicate** and write reports to provide information in relation to children's academic attainment, achievement, social, emotional development and welfare.
- **To create**, a purposeful, tidy, well managed, supportive and safe environment for children's learning.
- **To provide** a stimulating and effective learning environment for children in accordance with school based policy.
- **To have** a secure subject knowledge of the National Curriculum including the school based curriculum taught.
- **To follow** the schools behaviour policy in order to establish high standards and maintain a clear and positive learning environment.
- **To evaluate**, record and communicate children's progress and development linked to school, local and national standards to provide learners with accurate and constructive feedback on their strengths, weaknesses, progress and areas for development and therefore ensuring that teaching is matched to children's needs.
- **To display** children's work in the classroom and in the school to show that children's' work is valued and supports learning.
- **To take responsibility** for one's own professional development, including responses to school policies and practices through a commitment to collaboration and co-operative working
- **To contribute** to and support whole school development.
- **To provide** a professional role model in terms of own classroom practice and professional relationships in school and to contribute to the building and promotion of a positive school ethos.
- **To undertake** all duties and responsibilities relevant to the school day, and the care and safety of children in a professional manner.
- **To show** an interest in all aspects of the school life.
- **To positively** promote the City Council's Policy of Equal Opportunities and the school's policy of Equality, Diversity and Inclusion and undertake all responsibilities for safeguarding children.
- **To work** as a team member and identify opportunities for working with colleagues managing their work where appropriate and sharing the development of effective practice with them.
- **To act** upon advice and feedback and be open to coaching and mentoring.
- **To co-ordinate, lead and manage** a curriculum area through participation in a school improvement team.
- **To use** technology to support teaching and learning as well as in wider professional duties.

Additionally, School Teachers Pay and Conditions Document requires all teachers to be involved in:

- Advising and co-operating with the head teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- Taking any such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Co-ordinating or managing the work of other staff.

Main scale teachers will be asked to maintain an overview of teaching, standards and ongoing improvement in specified subject(s) or areas.

Over time this might reasonably include:

- Reviewing and developing of curriculum policy in the subject(s)
- Monitoring and evaluating the quality of planning in the subject(s) by other teachers
- Observing teaching in the subject(s) in order to evaluate strengths and areas for further development, or the impact of school improvement work
- Evaluating relevant assessment information for individuals, groups or cohorts
- Suggesting issues in the subject(s) for further development
- Reviewing and co-ordinating the usage of resources in the subject(s)
- Providing advice and supporting new staff in the subject(s)
- Reporting on progress, achievement and standards in the subject(s) to staff, governors or parents
- Arranging and promoting relevant subject activities to promote pupils' enthusiasm and interest