

Brierley Forest Primary & Nursery School Person Specification: Class Teacher		
	Essential	Desirable
Qualifications	Qualified Teacher status.	Evidence of commitment to further professional development.
Knowledge and understanding	Good knowledge of the current national curriculum and an understanding of age related expectations. Good understanding of how to plan effectively to meet the needs of all pupils, whilst ensuring progression in all lessons and over periods of time. Experience and understanding of assessment - both formative and summative.	
Personal characteristics	Positive and enthusiastic. Proactive and resilient. Highly organised – able to meet deadlines. Autonomous within own classroom. The ability to lead by example.	
Aims and Values	A clear educational philosophy that accords with the aims and values of the school. A clear view as to how that philosophy can be put into practice in a Primary School. An enthusiasm for working with children, teachers and support staff.	
Classroom Practice, Curriculum and Assessment	The ability to create a stimulating and purposeful learning environment appropriate for the needs of the child. An understanding of the whole school curriculum in a primary setting. A clear understanding of the process of assessment.	A clear passion and interest in improving both own and others' practice and willingness to share practice across the school.
Leadership	Experience of leading a curriculum area. Evidence of improving standards in an area of the school/curriculum.	Experience/knowledge of leading a phase or group of colleagues.
Parents and Community	A clear understanding of the importance of involving parents in their children's education. A broad understanding of the link between parental involvement and the raising of levels of achievement. Experience of working collaboratively with parents to improve standards in a school.	

Brierley Forest Primary and Nursery School

Class Teacher Job Description

Class Teacher Responsibilities and Key Tasks:

A. Planning, Teaching and Class Management - to:

Teach allocated pupils through appropriate planning to achieve progression of learning by:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Identifying clear success criteria and sharing these with pupils
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils;
- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Make effective use of assessment and ensure coverage of programmes of study;
- Ensure effective teaching and best use of available time;
- Monitor and intervene to ensure sound learning and discipline;
- Use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluate their own teaching critically to improve effectiveness;
- Ensure regular communication with all adults to accelerate pupil progress;
- Promote the general progress and well being of individual pupils through giving guidance and advice to them on educational and social matters;
- Manage parents and other adults in the classroom;

B. Monitoring, Assessment, Recording, Reporting - to:

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Systematically follow and adhere to the school's marking and feedback policy;
- Mark and monitor pupils' work and set targets for progress;
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- Use structured conversations as a vehicle to engage both parents and pupils to secure accelerated progress;
- Prepare and present informative reports to parents;
- Register the attendance of pupils and take responsibility for monitoring the attendance of those giving cause for concern;

C. Other Professional Requirements - to:

- Engaging in continuous professional development, maintaining an accurate teaching and learning improvement plan and gathering appropriate evidence to demonstrate impact at appraisal meetings;
- Have a thorough working knowledge of the statutory National Curriculum, keeping abreast of changes;
- Have a working knowledge of teachers' professional duties and legal liabilities regarding Safeguarding, Child Protection, Employee Code of Conduct, Health and Safety, Site Security, General Data Protection Regulations, Behaviour and Curriculum;
- 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 high expectations;
- Contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to support the leadership of the school;
- Support the school's commitment to establishing positive working relationships with both parents and the wider community;
- liaise effectively with parents and governors and in the case of pupil transfers to other schools;

- liaise with other teachers in the school and within other schools to improve the quality of teaching and learning;