



Personnel Specification - Main Scale Teaching Post

Experience	Experience of teaching in Key stage 1 and 2	Desirable A
	Experience of teaching in EYFS	Essential A
Education Skills	Graduate with qualified teacher status	Essential A
	Ability to demonstrate excellent classroom practice	Essential A/I
	Ability to plan creative, engaging and cross curricular lessons	Essential A/I
	Ability to show initiative and an ability to pursue a task to its conclusion	Essential A
	Ability to inspire and demonstrate quality relationships and communication with adults and children	Essential A/I
	Good motivator of children	Essential A/I
	Familiarity with the use of ICT as a tool for teaching and learning and as an aid to raising standards	Essential A/I
	Familiarity with current issues in education	Essential A/I
	Appreciative and supportive of extra-curricular activities and extended visits	Desirable A/I
	Excellent administrative and organisational skills	Essential A/I
	Ability to fix and meet deadlines	Essential A
	Commitment and understanding of safeguarding children in education	Essential I
	An understanding of and commitment to the Code of practice for Special Educational needs	Essential A/I
	An ability to use formative and summative assessments to identify and support children's next steps	Essential A/I
	Ability to communicate effectively orally and in writing	Essential A/I
Able to offer expertise in a specific subject area	Desirable A/I	
Behaviour and other related characteristics	Supportive of the ethos and values of the school	Essential A/I
	Willingness to contribute to the whole life of the school	Essential A/I
	Flexibility, commitment and the ability to work effectively as part of a team	Essential A/I
	Enthusiastic	Essential I
	Positive	Essential I
	Well motivated	Essential I
	Enjoys working with children and adults	Essential A/I
	Sense of humour	Desirable A
	Commitment to personal and professional development	Essential A/I

A - To be demonstrated in application I- To be demonstrated at interview



JOB DESCRIPTION FOR TEACHERS OTHER THAN HEAD TEACHERS

SCHOOL: Haddon Primary and Nursery school

NAME OF POSTHOLDER:

Job title: CLASS TEACHER

Pay Scale: MAINSCALE FOR TEACHERS

Job purpose: Part TIME CLASS TEACHER

Post(s) Responsible to: HEAD TEACHER

Post(s) Responsible for:

- *Teaching children within the 3-11 age range*
- *Producing good /outstanding teaching and learning;*
- *Ensuring all teacher standards are met*
- *Leading a curriculum area as appropriate*
- *Supporting and contributing to the extra-curricular provision of the school.*

Date of issue:

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CORE REQUIREMENTS OF THE POST:

- As a teacher you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document / Flying High Trust.
- In addition to the duties specified within the section "Particular Responsibilities", you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.
- You are required to carry out your duties in line with the stated ethos and principles of the school and in line with your responsibility for promoting and safe guarding the welfare of children and young persons for whom you are responsible or come into contact with.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. The location of work may vary due to the school improvement needs of the Trust. The Trust will always consult on accessibility and ease of travel to a placement school.

PARTICULAR RESPONSIBILITIES:

1. Planning, teaching and class management to:

- a. Teach allocated pupils, within the 3-11 age range, through appropriate planning to achieve progression of learning by:
 - i. identifying clear teaching objectives and specifying how they will be taught and assessed.
 - ii. setting which challenge pupils and ensure high levels of interest.
 - iii. setting appropriate and demanding expectations.
 - iv. setting clear targets, building on prior attainment.
 - v. identifying SEN or very able pupils; ensuring impact of pupil premium on individual pupils progress.
- b. provide clear structures for lessons maintaining pace, motivation and challenge;
- c. make effective use of assessment and ensure coverage of programmes of study;
- d. ensure effective teaching and best use of available time;
- e. monitor and intervene to ensure sound learning and discipline;
- f. 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, ICT and other sources.
- g. ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- h. evaluate their own teaching critically to improve effectiveness;
- i. support in planning, teaching and classroom management of others.

2. Monitoring, assessment, recording, reporting to:

- a. assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- b. mark and monitor pupils' work and set targets for progress;
- c. 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;
- d. prepare and present informative reports to parents.

3. Other professional requirements to:

- a. have a working knowledge of teachers' professional duties and legal liabilities;
- b. operate at all times within the stated policies and practices within the Trust;
- c. establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- d. endeavour to give every child the opportunity to reach their potential and meet high expectations;
- e. contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to coordinate the management of the school;
- f. take responsibility for their own professional development and duties in relation to school policies and practices;
- g. liaise effectively with parents and governors.

Issued by:

Received by:

Head Teacher

Post Holder