



## JOB DESCRIPTION

ROLE PROFILE:	Primary Teacher
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### ORGANISATIONAL ARRANGEMENTS:

**Job holder:** TBC

**Reports to:** SENCo

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- PART 1** You are required to carry out the duties of a School Teacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document.
- PART 2** The post requires you to teach students in the age range 11 - 16.
- PART 3** You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of the School Teachers' Pay and Conditions document as the Headteacher may reasonably direct from time to time.

*In addition, you are required to undertake the following responsibilities within the framework of School Policy, LA and National regulations.*

**To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of the School Teachers' Pay and Conditions document and to be accountable for each aspect to the appropriate colleagues as detailed below.**

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### a) Teacher standards and expectations:

#### Part one: teaching

##### 1. Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

##### 2. Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching

- encourage students to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

### **5. Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **6. Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

### **7. Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

### **8. Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

## **Part Two: Personal and professional conduct**

1) Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

2) Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in your own attendance and punctuality.

3) Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

## **b) Position held: - Primary Teacher**

### **Expected - Tasks, expectations & accountabilities for the role at Wildern School**

#### **Key Role**

"To manage a class of children so that all their learning needs are met through high quality teaching and effective use of resources".

You will be expected to fulfil the professional duties of a class teacher as described in the current School Teachers' Pay and Conditions Document.

#### **Key Accountabilities**

##### **Strategic Direction and Development**

- To plan for and assess the children's learning using knowledge of school policies, curriculum maps and guidelines, and National Curriculum.
- Set a good example to students through personal presentation and professional conduct.
- Take responsibility for own professional development and Performance Management targets and consult with Headteacher about developmental needs.
- Keep abreast of current educational changes and developments and adapt when necessary.
- To lead the development of an adapted curriculum for students with special educational needs
- To promote the School Improvement Plan and work towards achieving School Improvement Targets.

##### **Management of Teaching and Learning**

- Plan differentiated work to meet the needs of individuals and groups to promote quality learning experiences.

- Plan with colleagues using policies, curriculum maps and guidelines and National Curriculum requirements to promote progression and continuity in learning.
- Involve all children in the process of setting learning objectives and ensure that they understand them.
- Communicate high expectations to children and design appropriate learning experiences in order to achieve them.
- Consult with Subject Managers and Year Leaders for advice and support in teaching the curriculum.
- Record planning in line with school policy on agreed proforma.
- Submit all planning and record keeping for monitoring as required.
- Inform SENCo, DOLs and DOPAs as appropriate about success of individuals or problems and difficulties
- Establish a partnership with parents to involve them in their child's learning as well as providing information about curriculum, attainments, progress and targets.

### **Leading and Managing People**

- Plan to manage student behaviour in line with School Policy for Good Behaviour.
- Work as a member of a team to plan co-operatively, sharing information, ideas and expertise and valuing the opinions of others.
- Establish and maintain good relationships with parents to promote students learning and development.
- Establish and maintain a positive attitude to all students always aiming to raise self-esteem.
- Consult and plan with outside agencies and support staff as appropriate.
- Establish and maintain good relationships with learning support assistants.
- Support students and supply teachers as necessary to promote their understanding of how the school promotes learning and ensures continuity and progression.

### **Management of Financial and Physical Resources**

- Organise and maintain a stimulating working environment appropriate for the range of activities taking place.
- Teach students how to take responsibility for resources and care for the environment.
- Ensure that resources are well organised and readily available to promote learning.
- Regularly review classroom organisation in light of school policies.
- Set up attractive and interesting displays in the classroom, shared areas and hall, changing these at regular intervals. Displays should support learning objectives and be informative, interactive, celebratory and stimulating.

### **Evaluation and Quality**

- Monitor and assess students' work and use assessment to identify individual needs and so inform future planning.
- Keep records of pupil progress up to date and report achievement in line with school policy and statutory requirements.
- Regularly review and reflect on own and children's work to ensure continuity and improvement in the standard and quality of work carried out.
- To undertake any statutory testing procedures including Early Learning Goals and SATs where appropriate.

### **Administration**

- To implement agreed school record keeping and profiling and tracking systems ensuring regular updating and completion.

**Generic Duties and Responsibilities:**

- To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document.
- To carry out any other duties reasonably requested by the Headteacher or Deputy Headteacher. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable discretion of the Headteacher.
- In addition, the post is subject to compliance with:
  - School policies and guidelines on the curriculum and school organisation
  - Teachers' Standards
  - SEN Code of Practice
  - National Curriculum 2014

**To whom the post holder reports:**

- The post holder is responsible to the SENCo and Deputy Headteacher in all matters.
- The post holder is also responsible to his/her colleagues in order to promote a shared understanding of the school curriculum and vision, with the aim of improving teaching and learning across the school.

**Entitlements:**

- Training and development within the school's INSET programme and in accordance with School Development Priorities.
- 10% Planning, Preparation and Assessment time as outlined in the National Agreement
- Appropriate professional support from the Headteacher and other colleagues.
- Performance Management (Annually)
- Annual Review of Job Description in consultation with the Headteacher

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**NOTE 1** The days are to be specified by the Headteacher under paragraph 51.2 - 51.3 of the School Teachers' Pay and Conditions document and the hours allocated by the Headteacher under paragraph 51.4 - 51.12 of the School Teachers' Pay and Conditions document shall be the subject of a separate statement issued by the Headteacher.

**NOTE 2** The job description may be reviewed at the end of the Academic Year or earlier if necessary. In addition it may be amended at any time after consultation with you.

**NOTE 3** The school timetabled day is between the times of 8.00 am and 5.00pm. Teachers will be required to fulfil their 1265 hours within the range of the school day that may vary on an annual basis.

**NOTE 4** Additional non-contact periods above the schools normal allocation may be used for cover periods in excess of 38 hours.

Date Prepared:	January 2025
Prepared By:	HR Department
Date Reviewed:	
Reviewed By:	