



Mulgrave Primary School
Learn | Believe | Succeed

Mulgrave Primary School

Job Description and

Person Specification

DEPARTMENT:

EDUCATION

SECTION SCHOOLS

GRADE Main Scale

DESIGNATION Class Teacher

Our Teaching and Learning Ethos at Mulgrave

We believe that all children can achieve excellence and that a quality primary education provides the platform for lifelong success.

Mulgrave is a diverse and thriving community with big ambitions. Partnership with parents, carers and the wider community is at the centre of everything we do. Our vision extends to providing a range of learning experiences that will transform and regenerate our children's lives and enable them to have the confidence to become higher-order thinkers, problem-solvers and risk-takers.

At Mulgrave, we have high expectations, an innovative curriculum and a distinct approach to learning which makes a real difference to our school community. Mulgrave is a rapidly improving, outward-facing school that is involved in a variety of projects to raise standards and benefit children across communities of schools.

RESPONSIBLE TO: Head Teacher, Deputy Head Teacher, Assistant Heads Teachers and Governors

Job Purpose:

To act as a class teacher within the primary age range. To meet all the teacher's standards and carry out those duties and responsibilities contained within the School Teachers Pay and Conditions Document. To support the Head Teacher and Governors in creating an effective and high achieving primary school.

General Duties and Accountability:

- As class teacher and within the context of the school policy, identify educational aims and objectives for the class and create long and medium term plans
- To prepare and teach a weekly timetable of lessons and activities appropriately matched to the age and range of abilities of every pupil in the class
- To have available, weekly and daily plans of teaching and learning activities prepared for the class
- To ensure that the classroom practice:
 - Supports all school policies, which include the Equal Opportunities Policy, Health & Safety Regulations and the Special Needs Policy
 - Follows practices and procedures written in the Staff Handbook
- To insist on high standards of learning, behaviour, attendance and punctuality from pupils
- To follow the school assessment procedures
- To know the specific learning abilities and personal circumstances of every pupil in the allocated class
- To provide information on pupils with special educational needs and assist the SENDCO/Head Teacher in providing effective support

- To monitor, record and comment on the learning and social development of each pupil through the school's reporting systems.
- To provide guidance and advice to parents/carers on educational and social matters and report on their child's progress
- To provide a purposeful and stimulating learning environment
- To keep an accurate and up-to-date daily register
- To participate in the school's Professional Development Programme and contribute to the development of school policy, by attendance at staff meetings, planning and INSET days
- To participate in teacher appraisals
- To work closely with the support staff and outside agencies to ensure effective inclusive practice in the classroom
- To meet formally once each week with the teaching assistants to evaluate pupil progress and plan appropriately
- To meet informally each day with support staff and to ensure that there is differentiation for all pupils in the classroom
- To work as part of the professional learning community at Mulgrave to develop, reflect and challenge own practice
- To keep up to date with current research and findings about how best to create learning opportunities for our children at Mulgrave and adapt practice according to findings
- To play an active role in the professional learning community here at Mulgrave
- **Safeguarding** our children at all times in line with '**Keeping Children Safe in Education**'.

QUALIFICATIONS OR TRAINING

- Qualified Teacher Status

PRACTICAL SKILLS

- Assess individual educational needs of pupils through Quality First Teaching approaches and adapt in light of those needs
- Work with the whole school to develop and extend our curriculum
- Work within a team approach

PERSONAL QUALITIES AND ATTRIBUTES

- Confident in assessing and teaching the children in your class
- Has high expectations of all learners
- Effective time management
- Creative and reflective
- Well organised
- Excellent interpersonal skills
- Calm in manner, approachable and flexible
- Empathetic and sensitive to differing view-points
- Committed to inclusion and inclusive practice
- Committed to a multi-agency team approach
- Aware of own professional development needs and be willing to learn new skills
- Sense of humour
- Committed to safeguarding our children at all times in line with 'Keeping Children Safe in Education
- Prioritise and manage time effectively
- Reflect on and evaluate their own effectiveness, teaching practices and methods and use the outcomes to identify targets for professional development
- Participate in professional development, which aims to meet the needs identified in appraisal objectives, in line with the School's Performance Management Policy
- Take a pro-active responsibility for own professional development and use the outcomes to improve pupil learning and teaching
- Participating in meetings/INSET/training at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements
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DISCIPLINE, HEALTH AND SAFETY

- Maintaining good order and discipline among the pupils and safeguarding them when they are authorised to be on the school premises and when they are engaged in

authorised school activities elsewhere

OTHER DUTIES

- Carry out any other duties as may be reasonably directed by the Head Teacher
- This job description will be reviewed on an annual basis as part of the school's performance management arrangements. It may be amended at any time after consultation with you

Employee Signature _____ **Date** _____

Headteacher Signature _____ **Date** _____

PERSON SPECIFICATION

CLASS TEACHER

	Essential	Desirable	Method of Assessment	Short listing Criteria
<p><u>EDUCATION AND TRAINING</u></p> <ul style="list-style-type: none"> • Have qualified teacher status • Have a successful record of teaching in the primary range • Evidence of continuous INSET and commitment to further professional development. 	√ √ √		AF AF AF / I	
<p><u>SKILLS</u></p> <ul style="list-style-type: none"> • Ability to develop and maintain good personal relationships with pupils, staff, parents/carers, governors and the wider community • Ability to work with individuals and teams of staff • Ability to communicate effectively • Ability to raise achievement by use of assessment data analysis and target setting • Ability to work under pressure and meet professional deadlines • Ability to use ICT • Ability to be an outstanding classroom practitioner 	√ √ √ √ √ √ √		AF/I/P AF/I/P AF/I/P AF/I/P AF/I/P AF/I/P	
<p><u>KNOWLEDGE</u></p> <ul style="list-style-type: none"> • Thorough understanding of managing: planning, assessment and record keeping, and how these affect optimal pupil progress • Thorough understanding of how children learn • Thorough understanding of safeguarding procedures 	√ √	√	AF/I/P AF/I/P AF/I/P	

	Essential	Desirable	Method of Assessment	Short listing Criteria
<p><u>PERSONAL QUALITIES</u></p> <ul style="list-style-type: none"> • Commitment to affirming the values and ethos of the school • Commitment to raising standards of attainment and equal opportunities. • Able to deal sensitively with people and resolve conflict • Commitment to maintain strict confidentiality • Commitment to develop own knowledge, understanding and skills • Able to work on own initiative and within a team • Enthusiastic, committed, flexible and well-organised 	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p>	<p>I AF/I/P</p> <p>I I AF/I/P</p> <p>AF/I/P I/P</p>	

KEY: **AF**=Application form

I=Interview Questions

P=Presentation

