



Martin Primary School Class Teacher Job Description

Martin Primary School is committed to safeguarding and promoting the welfare of children, and our whole school community. This commitment must be shared and demonstrated by all staff, volunteers and visitors. The post is subject to an enhanced DBS check.

The job description should be read alongside the range of professional standards for Qualified Teachers. The post holder will be expected to undertake duties in line with the professional code of the General Teachers Council for England.

Main responsibilities:

- to be responsible for the safeguarding of children in the school
- to plan and teach effective lessons in collaboration with other teachers in the year group following the school's curriculum
- to lead by example as a teacher/leader, achieving high standards of pupil attainment, behaviour and motivation through effective teaching
- to deploy any teaching assistants/1:1 support staff in the class
- to respond to issues raised by pupil, staff or parents, with support from the Leadership Team, if needed
- to be responsible and accountable for securing the highest standards of pupil achievement in the class, through a process of effective monitoring, evaluation, reporting and review of learning, progress and teaching outcomes
- to support the leadership team by promoting the school improvement plan
- to evaluate assessment data for the class and discuss outcomes with members of the SLT
- to liaise with other Phase Leaders to ensure progression & continuity across the school
- to take part in moderation meetings
- to keep parents updated, both informally and through parent consultations and information meetings
- to organise special assemblies, performances, school trips and other events
- to convey a positive "can do" attitude, and present a 'united front' to secure successful outcomes of school initiatives
- to celebrate pupil achievement and promote the values of the school through the planned leadership of assemblies
- to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and leadership.

Performance measures:

- to show that all pupils make best progress given their starting points
- to show that all pupils are well-managed, safe and supported
- to show that pupils enjoy the learning
- to show helpful and supportive communication with parents/carers.

Main duties:

- teaching and managing pupil learning
- ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, challenge is maintained, and best use is made of teaching time
- use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- following and implementing school policies and procedures
- play an active role in the general life of the school
- carry out supervision duties as appropriate
- select and make good use of objects, books, ICT and other learning resources which enable teaching objectives to be met
- assess how well learning objectives have been achieved and use this assessment for future teaching
- provide constructive oral and written feedback, setting targets for pupils' progress.

Planning and setting expectations/pupil achievement:

- identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught with appropriate differentiation
- set appropriate and demanding expectations for pupils' learning
- set clear targets for pupils' learning, building on prior attainment
- identify and support pupils who have special educational needs and know where to get help in order to give positive and targeted support and keep records
- identify and support disadvantaged pupils and know where to get help in order to give positive and targeted support.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Headteacher. The duties, and age of children being taught may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way in which the teacher/middle leader is expected and required to perform and complete the particular duties as set out above.



Martin Primary School Class Teacher Person Specification

Essential Criteria	Desirable Criteria
Qualifications	
<ul style="list-style-type: none"> • Qualified Teacher Status • experience of teaching in the primary phase 	<ul style="list-style-type: none"> • evidence of further professional development • further qualifications
Experience	
<ul style="list-style-type: none"> • successful teaching in appropriate year groups or in teacher training placements • ability to create a happy, challenging and effective learning environment • understanding of safeguarding and child protection procedures • a thorough understanding of what constitutes effective teaching and learning in primary education • an understanding of effective monitoring, evaluation and assessment • understand when and how to seek advice and support • adaptable and resourceful to meet new challenges • creative and inspirational with high expectations of pupils 	<ul style="list-style-type: none"> • experience of working with children with SEND • experience of working with/ or developing links with parents and other outside agencies
Skills	
<ul style="list-style-type: none"> • well-developed interpersonal skills • able to communicate effectively orally and in writing to a range of audiences • able to plan, organise and prioritise • demonstrate a commitment to the development of all children • ability to enthusiastically and loyally promote the school's vision through behaviour, words and actions • ability to make decisions in consultation with staff, governors, parents and the wider community as appropriate • ability to be proactive • have a flexible and positive approach to challenge and change. • ICT confident or competent 	