

JOB DESCRIPTION

CLASS TEACHER

Starting date: 1st September 2021

Hours: Permanent - 5 days a week

Salary Grade: Main Scale – NQTs Welcomed

Person to whom teacher is responsible: Headteacher and Deputy Headteacher

This job description may be amended at any time following consultation and will be reviewed annually. Priorities for the year to be negotiated and highlighted. (See improvement plan)

Mosaic Jewish Primary School expects all teachers to

- Contribute to a culture of teamwork, collaboration, collegiality and shared responsibility for excellent behaviour, high standards and performance
- Be committed to and have an understanding of the model of a cross-community Jewish Primary School that welcomes children of all faiths, beliefs and none
- Have a commitment to the development of themselves and others
- Develop a whole-school approach to planning, delivery and monitoring of the curriculum with Jewish Learning integrated throughout.
- Be committed to Circle Time as a vehicle of developing and enhancing moral values and a respect for all

CORE PURPOSE OF JOB

To fulfil the professional responsibilities of a teacher, as set out in the ***School Teachers Pay and Conditions Document***.

- ❁ To continue to meet the required standards for Qualified Teacher Status
- ❁ To embody the National Standards for teachers
- ❁ To work with the teachers and Phase Leaders in the development, implementation and monitoring of teaching and learning across relevant key stage.
- ❁ To work with the other teachers Phase Leaders in the development of planning and assessment and to participate in the collation and analysis of data throughout the school to be used for school improvement and pupil attainment.
- ❁ To assist in establishing and developing the school as a high achieving school through providing the highest standard of teaching and learning for all pupils of all abilities and educational need
- ❁ To assist in the development of an inclusive school that meets the values, aims and curriculum guidance for the relevant Key Stage, the purposes of the National Curriculum, and ensures that the school meets the needs of all pupils whilst embracing the Jewish values and ethos of the school.
- ❁ To ensure a high-quality education for all pupils
- ❁ To work with the teachers and Phase Leaders to devise and implement strategies to identify and remove barriers to learning to enable all pupils to have full access to the curriculum
- ❁ To work with and support in the development and maintenance of the Circle Time model that meets the moral values of the school and ensures the principle of respect for all
- ❁ To be a dedicated and active member of the Team
- ❁ To support staff in ensuring the safeguarding of all pupils

KNOWLEDGE AND UNDERSTANDING

- ❁ Have knowledge of and keep up-to-date with PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education with a particular emphasis on Jewish tradition and ethics.
- ❁ Understand how children's learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development
- ❁ Select and make good use of ICT skills for classroom and management support
- ❁ Be familiar with the school's current systems and structures as outlined in policy documents including the Health, Safety and Welfare, Positive Behaviour and Child Protection Policies
- ❁ Understand and know how national, local and school comparative data, including National Curriculum test data, can be used to set clear targets for children's achievement.

PLANNING, TEACHING AND CLASS MANAGEMENT

- ❁ Plan and deliver the teaching program for all pupils within the class in relation to PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work
- ❁ Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- ❁ Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- ❁ Ensure effective teaching of whole classes, groups and individuals; establish high expectations of behaviour, achievement and attainment, so that teaching objectives are met.
- ❁ Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- ❁ Use a variety of teaching and learning styles to keep all pupils engaged.
- ❁ Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs.
- ❁ Evaluate your own teaching critically to improve effectiveness.

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

- ❁ Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
- ❁ Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- ❁ Provide reports on individual progress to the Head Teacher, other professionals and parents as required

ACCOUNTABILITY

- ❁ Actively promote good relationships with all stakeholders, including external agencies
- ❁ To support the negotiation of suitable learning targets for identified pupils in consultation with Inclusion, learning support staff and parents and outside professionals where appropriate

OTHER PROFESSIONAL REQUIREMENTS

- ❁ Establish and maintain effective working relationships with professional colleagues and parents
- ❁ Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post
- ❁ Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject and team management and involvement in school development
- ❁ Be aware of the need to take responsibility for and actively participate in your own professional development

CHILD PROTECTION AND SAFEGUARDING

- ❁ To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004, Keeping Children Safe in Education and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
- ❁ To be fully aware of safeguarding principles as they apply to vulnerable adults in relation to the worker's role.
- ❁ To ensure that the worker's line manager is made aware and kept fully informed of any concerns that the worker may have regarding safeguarding and/or child protection.

PERSON SPECIFICATION

	<u>Criteria</u>	<u>Essential/ Desirable</u>
<u>Qualifications</u>	• Qualified Teacher Status	E
	• Degree	E
	• Successful primary teaching experience	D
<u>Experience</u>	• NQTs Welcome	E
	• Knowledge of the National Curriculum	E
	• Knowledge of effective teaching and learning strategies	
	• Evidence of working as part of a team	E
	• A good understanding of how children learn	E
	• Ability to build effective working relationships with pupils	E

	• Extra-curricular activities/worked as a member of a team	D
	• Ability to adapt teaching to meet pupils needs	E
	• The process of planning and preparation of children's learning	E
	• Knowledge of guidance and requirements around safeguarding children	E
	• Good ICT skills, particularly using ICT to support learning	D
	• Knowledge of effective behaviour management strategies	E
<u>Professional Skills and Attributes</u>	• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	E
	• Commitment to maintaining confidentiality at all times	E
	• Commitment to safeguarding and equality	E
	• Sets high expectations and standards and provide a role model for pupils and staff	E
	• Sustained excellent classroom practitioner , demonstrating good classroom organisation and behaviour management	E
	• Ability to build and maintain effective relationships, including parents	E