



CENTRAL LEARNING  
PARTNERSHIP TRUST

## JOB DESCRIPTION – TEACHER

<b>Post Title:</b>	<b>TEACHER</b>
<b>Scale:</b>	Main Scale
<b>Responsible to:</b>	Head of School/Executive Head
<b>Working hours /pattern/term:</b>	32.5 hours p/w Full time
<b>Location:</b>	The post holder will be based at Eastwood Village Primary School. The post holder may be required to work at another school in Rotherham from time to time or for a specified period.
<b>Disclosure level:</b>	Enhanced
<b>Post Purpose:</b>	To manage teaching and learning, so as to enable pupils in their care to achieve high standards of academic attainment, positive attitudes to learning and responsible personal development. To contribute to the professional coordination of a specified subject area within the school in order to secure high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils.
<b>Main Duties and Responsibilities:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for pupils, incorporating the National Curriculum requirements and in line with the curriculum policies of the school.</li> <li>• To facilitate, support and monitor the overall progress and development of children in your care.</li> <li>• To foster learning environments and educational experiences which provide pupils with the opportunity to fulfil their individual potential.</li> <li>• To share in the development of the school curriculum, teaching materials, teaching programmes, methods of teaching and assessment and their review.</li> <li>• To support and contribute to the schools' responsibility for safeguarding children.</li> </ul> <p><b><u>Responsibilities of the job</u></b></p> <p><b>A) Planning and learning</b></p> <ul style="list-style-type: none"> <li>• Plan rich and stimulating learning activities that achieve good progression in pupils' understanding by;</li> <li>• Identifying clear learning objectives, success criteria and learning content, appropriate to the subject matter and the pupils being taught.</li> <li>• Setting exciting tasks for whole class learning, small group learning and self – initiated, exploratory learning.</li> <li>• Setting clear targets for pupils' learning that build on prior attainment.</li> <li>• Identifying pupils who have special educational needs, are high attainers, are not yet fluent in English.</li> </ul>

- Ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding.
- Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration.
- Make effective use of assessment information on pupils' attainment and progress when teaching and when planning future learning.
- Plan opportunities to develop pupils' spiritual, moral, social and cultural development.

#### **B) Teaching and classroom management**

- Ensure effective teaching of the whole class, and of groups and individuals within the whole class setting, so that learning objectives are met and pupils' learning time is used efficiently.
- Establish and maintain a purposeful learning atmosphere.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused, engaging teaching and through positive and productive relationships.
- Establish a safe, clean and secure learning environment which promotes pupils' confidence.
- Use teaching methods which capture pupils' interest and maintain their engagement through;
  - Offering rich, captivating learning activities.
  - Setting the highest expectations for all pupils.
  - Clearly establishing a purpose for learning, placing it within a context.
  - Effective questioning that includes open and closed questions, together with the use of probing, supplementary questions.
  - Providing frequent opportunities for pupils to learn through talk and interaction.
  - Stimulating intellectual curiosity and communicating enthusiasm for learning matching the teaching approaches used to the subject matter and the age of the pupils being taught.
- Modelling good language use to children.
- Modelling good social skills to children.
- Clear instruction, effective modelling and accurate explanation.
- Listening carefully to pupils, analysing their responses and responding constructively in order to move their learning forward.
- Selecting and making good use of ICT and other learning resources which enable learning objectives to be met.
- Providing opportunities to develop pupils' wider understanding by relating their learning to 'real life'.
- Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of the responsibilities under the Code, create and review individual plans for pupils.
- Evaluate your own teaching critically and use this to improve your effectiveness.

#### **C) Monitoring, assessment, recording, reporting and accountability**

- Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
- Maintain good organisation and accurate assessments in pupil profiles so that they offer a clear record of pupils' progress.
- Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.
- Understand the expected demands of pupils in relation to the progression towards outcomes.

#### **D) Management and administration**

- Participate in administrative and organisational tasks related to the responsibilities described above.
- Provide cover for other teachers as appropriate.
- Contribute to the induction of new and probationary teachers.
- Support students on placement in classes.

- Participate, as requires, in tasks relating to the curriculum, organisation and pastoral functions of the school.
- Participate in any arrangements made by the school for performance management and continuing professional development.
- Foster close relationships with parents/carers and the wider community. Assist them to support their child's learning at home. Present a positive image of the school to all other stakeholders.

**The post holder is required to:**

- Undertake a systematic study of practice with a consequent programme of self and professional development to ensure that the necessary skill, knowledge and understanding are kept up to date.
- Be aware of and comply with all school policies. In relation to child protection, health and safety, security, confidentiality and the Data Protection Act 1998 it is important that all staff keep up to date with current policies and any concerns are reported to the relevant named persons without delay.
- To play a full part in the life of the school community, to support its distinctive mission and the ethos.
- To undertake such other duties which may be regarded as within the nature of the duties and responsibilities for the grade of the post as defined and subject to any reasonable adjustments under the Disability Discrimination Act. Any changes of a permanent nature will be incorporated into the job description.

The school will endeavour to make any necessary reasonable adjustments to the post and working environment to enable access to employment opportunities for disabled post applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the post which are commensurate with the grade and job title.

**Endorsement**

**I accept the specified job description**

**Name** .....

**Signed** .....**Date** .....

# PERSONNEL SPECIFICATION



CENTRAL LEARNING  
PARTNERSHIP TRUST

**Post Title: Teacher**

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
<b>1.</b>	<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• DCFS recognised qualified status</li> <li>• Degree</li> <li>• Good knowledge of current educational issues within the Government's school improvement agenda</li> <li>• Evidence of continuing professional development (CPD)</li> </ul>		<p>Formal possession of an appropriate qualification to be verified at interview or from records.</p> <p>Employment history record.</p> <p>Employment history record</p>
<b>2.</b>	<b>Experience</b>	<ul style="list-style-type: none"> <li>• Appropriate qualifications and experience to have credibility with the teaching staff that you will work with as class teacher</li> <li>• Recent and relevant experience as an effective and influential class teacher</li> <li>• Experience teaching in KS1/S2</li> </ul>	<ul style="list-style-type: none"> <li>• Other professional qualification</li> </ul>	<p>Application Form</p> <p>Application Form</p> <p>Application Form References</p>

3.	<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li>• Commitment to the concept of continuous school improvement</li> <li>• Secure National Curriculum and assessment knowledge</li> <li>• Evidence of clear child centred philosophy and educational vision</li> <li>• Evidence of high expectations for children's behaviour and achievement</li> <li>• Capacity to use ICT to increase the efficiency of the teaching and learning</li> </ul>		<p>Application Form Interview References</p> <p>Application Form Interview</p> <p>Application Form Interview</p> <p>Interview References</p> <p>Application Form Interview</p>
4.	<b>Practical and Intellectual Skills</b>	<ul style="list-style-type: none"> <li>• The ability to communicate effectively to a range of audiences</li> <li>• Clear oral communication</li> <li>• Good written communication</li> <li>• The ability to form effective working relationships</li> <li>• Good organisation and management skills</li> <li>• Capacity to motivate others</li> <li>• Capacity to support high level of staff morale</li> <li>• The flexibility to respond to the full range of responsibilities described in the job description</li> </ul>		<p>Application Form Interview</p> <p>Interview</p> <p>Application Form</p> <p>Application Form</p> <p>Application Form References</p> <p>Interview References</p> <p>Interview References</p> <p>Application Form Interview References</p>
5.	<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Professionally articulate</li> <li>• Good time management</li> <li>• Smart appearance commensurate with the role</li> <li>• health problems that are likely to impair or impact upon job performance (that is one that can be accommodated by reasonable adjustments)</li> </ul>		<p>Application Form/Interview</p> <p>Interview/references</p> <p>Interview</p> <p>Interview References</p>

		<ul style="list-style-type: none"><li>• Good attendance record in current employment (not including absences resulting from disability)</li></ul>		Interview References
6.	<b>Legal Requirements</b>	<ul style="list-style-type: none"><li>• Enhanced DBS Clearance</li></ul>		DBS clearance