

Job Description

Post Title: KS2 Teacher

Contract: Fixed Term Until August 2025

Reporting to: Headteacher

Pay Range/Grade: MPS/UPS (dependant on experience)

Location: Horton Park Primary School

Hours of work: 32.5 per week

Purpose of the Role:

- As a primary school teacher, you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school/specific key stages and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area/across the curriculum.
- You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.
- As a teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the Trust at any time.
- In addition, for teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

Supervision and Guidance:

- To work under the instruction and guidance of the Headteacher to ensure clarity of understanding on a range of issues.

Quality of Teaching:

Plan and deliver high quality lessons in accordance with school, year group, and national curriculum subject requirements, ensuring:

- Lessons are planned, prepared, resourced and delivered with a focus on high quality, imaginative and innovative teaching.
- The use of formative and summative assessment strategies to maximise learning.
- Planning takes into account the needs of the individual learners, liaising with support staff where appropriate.
- Participation in key stage and year group collaborative planning sessions, preparing lesson plans and schemes of learning as agreed with the line manager.

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- Opportunities to further develop teaching skills, strategies and the use of new technologies are embraced.

Quality of Learning:

In delivering high quality lessons, systematically monitor, analyse and develop the quality of learning in the classroom by:

- Ensuring that lessons are focused on learning, that learners know what they will learn, how they can improve their learning and are given ample opportunity to demonstrate what they have learned.
- Using formative and summative assessment techniques to facilitate high quality feedback to learners.
- Assessing, marking and commenting upon learners' work as required within the school assessment policy.
- Recording and monitoring learners' progress, holding accurate records and following the school reporting and assessment tracking procedures as required.
- Monitoring learners' attendance and acting upon concerns as necessary.
- Tutoring and mentoring groups / individual learners as required.
- Consistently using the school's positive behaviour strategies to maximise learners' participation and engagement in lessons.
- Taking responsibility for interactive, stimulating learning environments.

Learner Achievement:

To be accountable for the standards of learner achievement of the class taught and individual learners within the class by:

- Using baseline data and assessment records to evaluate the quality of achievement of individuals and/or teaching groups.
- Maintaining on-going records of learner progress and achievement.
- Monitoring the achievement of learners within the tutor/class group, setting agreed targets as required
- Meeting with individual line manager to agree challenging targets for individual learners and teaching groups.
- Providing evidence of learner achievement and attainment as required.
- Liaising with parents (by letter, phone, at consultation evenings etc.) to inform them of learners' progress.

Whole School Organisation and Strategy:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

Safeguarding and Compliance:

- To ensure a safe, secure and healthy environment for students
- To adhere to all Safeguarding processes and procedures in line with the school safeguarding and child protection policies



- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

Management of Resources:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and early career teachers (ECTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

Additional Duties:

- To fulfil the requirements and duties set out in the STPCD relating to teachers.
- To work collaboratively as part of the wider Trust, with the understanding that it is one organisation working in partnership to achieve the best outcomes for all pupils.
- Ensure that the participation of other staff in professional development is encouraged and that they engage actively in the performance review process.
- Regularly review own practice, setting personal targets and taking responsibility for own development.
- Undertake other duties and responsibilities as is reasonably directed by the Headteacher.

CPD:

Maximise opportunities for personal development by:

- Participating in INSET opportunities, both as a participant and leader (where appropriate) of in house INSET sessions as required.
- Participating in annual self reflection and Performance Management procedures, identifying and requesting INSET opportunities as necessary.
- Participating in collaborative work and the sharing of best practice.

Fluency Duty:

- In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.
- For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level:

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.



Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with Data Protection regulations, specifically the General Data Protection Regulations, and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act (2010).
- Must be legally entitled to work in the UK.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Honors degree level or equivalent • Professional qualification or relevant experience 	E E E	Application and interview
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Proven record of success as an outstanding teacher • Experience of managing student performance and intervention strategies to raise performance • Previous teaching within primary education • Experience of safeguarding and additional educational needs • Experience of working alongside employer partners to achieve learning objectives • Experience of teaching mathematics and English within a primary setting • Experience of working in an Educational setting and in a Multi- Academy Trust • Teaching phonics (Key Stage 2 posts) 	E E E E E D D D	Application and interview
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Knowledge and clear understanding of the statutory framework for education, new and innovative developments within education • Detailed knowledge and understanding of education in the primary age phase, including tracking and monitoring pupil progress • Knowledge of successful strategies for assessing and raising pupils' achievement in particular the National Curriculum English and Maths assessment frameworks • Knowledge of a range of practical approaches to teaching to support the application of Learning • Familiarity with ICT in learning • Knowledge of the Ofsted framework • Collect evidence and research in order to make sound judgements against set criteria 	E E E E E D D	Application and interview
<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed 	E E E	Application and interview

<ul style="list-style-type: none"> • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure • Positive pupil and classroom management skills • Communicate effectively with a range of different stakeholders with well-developed interpersonal skills 	E E E	
<p>COMMITMENT</p> <p>Demonstrate a commitment to:</p> <ol style="list-style-type: none"> a. Safeguarding, child protection and health and safety b. Equality Act 2010 c. promoting the school's vision and ethos d. promoting high ethical standards e. relating positively to and showing respect for all members of the school and wider community f. on-going relevant professional self-development g. collaborative working 	E	Application and interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ **Date** / /

Signature of Chief Executive Officer _____ **Date** / /

