



BOUDICA SCHOOLS
TRUST

BURE PARK SPECIALIST ACADEMY

JOB DESCRIPTION

POST TITLE:	Teacher KS1/2
RESPONSIBLE TO:	Assistant Headteacher
RESPONSIBLE FOR:	The delivery of the KS1 and 2 curriculum
GRADE:	MPS1 to UPS3 plus SEN Allowances and Extraneous Duties Allowance
POSTHOLDER:	TBC

GENERAL RESPONSIBILITIES:

- To enable young children to make good progress in their learning by building upon the skills they have when they join the school.
- To assist all pupils to develop emotional security, self-belief and mature social skills.
- To assist all children to develop a love of learning and an excitement about coming to school each day.

All class teachers are accountable for the progress that the pupils they teach make during an academic year.

Responsibilities of the job

A) Planning learning

1. Plan rich and stimulating learning activities that achieve good progression in pupils' understanding by:

- identifying clear learning objectives and learning content, appropriate to the subject matter and the pupils being taught.
- Setting exciting and intriguing tasks for whole class learning, small group learning and self-initiated, exploratory learning.
- setting clear targets for pupils' learning that build on prior attainment.
- identifying pupils who:
 - have special educational needs
 - are high attainers
 - are not yet fluent in English

Ensure that learning is appropriately differentiated so that the learning is well pitched and all pupils are challenged at their current level of understanding.

2. Create a high quality, rich, stimulating and enabling learning environment containing items that will capture pupils' attention and lead to independent exploration.

3. Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future learning.

4. Plan opportunities to develop pupils' spiritual, moral, social and cultural development.

B) Teaching and classroom management

5. 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.

6. Establish and maintain a purposeful learning atmosphere.

7. 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.

8. Establish a safe, clean and secure learning environment which promotes pupils' confidence.

9. 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 take 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'.

10. 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 Education Plans for pupils at Foundation Stage Action and Foundation Stage Action Plus.

11. Evaluate your own teaching critically and use this to improve your effectiveness.

C) Monitoring, assessment, recording, reporting and accountability

12. Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.

13. Maintain good organisation and accurate assessments in pupil profiles so that they offer a clear record of pupils' progress.

14. Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.

15. Understand the expected demands of pupils in relation to the stepping stones and Early Learning Goals.

D) Management and administration

16. Participate in administrative and organisational tasks related to the responsibilities described above.

17. Provide cover for other teachers as appropriate.

18. Contribute to the induction of new and probationary teachers. .

19. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.

20. Participate in any arrangements made by the school for performance management and continuing professional development.

21. 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.

WORKING TIME:

This job description allocates responsibilities and duties but does not direct the particular amount of time to be spent on carrying them out and no part of it may be construed. In allocating time to the performance of responsibilities and duties the postholder must use directed time in accordance with Part X, section

36 of the School Teachers Pay and Conditions Document and the Local Education Authority's policies and the school's plans on the use of time.

The carrying out of residential duties is a requirement of the post (in accordance with nationally agreed rates and conditions), and is paid pro-rata for an average of up to 15 hrs per week during term time. Currently teachers work no more than 8 hours per week. This will be agreed with the Headteacher on a termly basis.

REVIEW:

The job description will be reviewed at least once per year and may be subject to amendment or modification at any time after consultation with the post holder through the school's Staff Support and Development Programme. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.