

BARNES PRIMARY SCHOOL
Key Stage 2 Class teacher
Two days per week

Job description

Purpose of the job

- To cover one day per week in two separate year groups in Key Stage 2.
- To secure high academic achievement for all pupils through effective teaching.
- To assist all pupils to develop eight personal qualities: creativity; curiosity; empathy; integrity; positivity; resilience, responsibility and self-belief.
- All teachers are accountable for the progress of the pupils they teach during an academic year.

Responsibilities of the job

A) Safeguarding

1. Work in line with statutory safeguarding guidance (e. g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
2. Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary.
3. Promote the safeguarding of all pupils in the school.

B) Planning learning

1. Plan 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 tasks for whole-class, individual and group work, including home learning, which challenge pupils and ensure high levels of interest and enthusiasm
 - establishing appropriate and demanding expectations for the presentation of pupils' work
 - setting clear targets for pupils' learning that build on prior attainment
 - identifying pupils who:
 - have special educational needs
 - are currently high attainers
 - are currently not yet fluent in English
 - are eligible for PPG.
2. Ensure that learning is differentiated so that the learning is appropriately pitched and all pupils are challenged at their current level of understanding.
3. Provide structures for lessons - and for sequences of lessons – that maintain pace, motivation and challenge for pupils.
4. Make effective use of assessment information on pupils' attainment and progress when teaching and in planning future lessons.
5. Plan opportunities to develop pupils' spiritual, moral, social and cultural development.

C) Teaching and classroom management

6. 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.
7. Establish and maintain a purposeful learning atmosphere.
8. 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.
9. Establish a safe and secure learning environment which promotes pupils' confidence.
10. Use quality first teaching methods which capture pupils' interest and maintain their engagement through:
 - setting the highest expectations for all pupils
 - clearly establishing a purpose for learning: placing it within a context
 - ensuring that lessons are conducted at a healthy pace
 - 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 the subject being taught
 - matching the teaching approaches used to the subject matter and the pupils being taught
 - structuring information well, including outlining content and aims, signalling transitions and summarising key points at different times within the lesson
 - using appropriate subject-specific vocabulary and well-chosen illustrations and examples
 - clear instruction, effective modelling and accurate explanation
 - careful attention to pupils' errors and misconceptions and helping to remedy them
 - 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 for pupils to consolidate their knowledge through setting well focused home learning tasks, to reinforce and develop what has been learned
 - exploiting opportunities to develop the individual and collaborative study skills needed for effective learning, including information retrieval from the Internet, libraries and texts
 - providing opportunities to develop pupils' wider understanding by relating their learning to 'real life' and work-related examples and visits.
11. Be familiar with the Code of Practice on the identification and assessment of Special Educational Needs and Disabilities
12. Evaluate your own teaching critically and use this to improve your effectiveness.

D) Monitoring, assessment, recording, reporting and accountability

13. Assess how well learning objectives have been achieved and use this information to improve specific aspects of teaching.
14. Mark and monitor pupils' assigned classwork and home learning, providing constructive oral or written feedback, and set targets for pupils' progress.

15. Assess and record each pupil's progress systematically and use these records to:
 - inform planning
 - monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning
 - check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
16. Be familiar with the Statutory Assessment and reporting requirements and know how to prepare and present informative reports to parents.
17. Understand the expected demands of pupils in relation to the National Curriculum level descriptors and the average attainment at different ages.
18. Recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher.
19. Use different kinds of assessment appropriately for different purposes.

E) Management and administration

20. Participate in administrative and organisational tasks related to the responsibilities described above.
21. Participate, as required, in tasks relating to the curriculum, organisation and pastoral functions of the school.
22. Participate in any arrangements made by the school for performance management and continuing professional development.
23. Foster good relationships with parents/carers and the wider community.
24. Present a positive image of the school to all other stakeholders.

Person Specification

QUALIFICATIONS

- Qualified teacher status.

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- Experience of teaching in Key Stage 2, with evidence of having achieved successful pupil outcomes
- Knowledge and understanding of how children learn
- A sound grasp of the concept of inclusive practice
- Knowledge of issues relating to equal opportunities; multi-cultural education; personal and social education; special educational needs and how to meet the needs of able children
- An ability to set up exceptionally stimulating beautiful learning environments and an understanding of how this promotes learning
- Knowledge of current educational issues
- Some awareness of current thinking about the primary curriculum.

SKILLS AND ABILITIES

- Knowledge of key safeguarding policies and protocols
- Skilled at making and sustaining positive relationships with children
- Able to stimulate children's interest in learning
- Able to create a rich and vibrant classroom learning environment
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners
- Capable of planning high quality units of work
- Proficient at assessing the needs and achievements of all children and maintaining appropriate records
- Able to successfully navigate two job shares, communicating effectively with the team teachers
- Able to work closely with members of the Key Stage 2 team, and the wider school community, in the development of the curriculum and the pastoral work of the school
- Able to make effective relationships with parents, communicate with them and encourage their active participation in their child's education
- Excellent written and oral communication skills.

PERSONAL QUALITIES

- Commitment to safeguarding and equality
- Committed to further professional learning
- Self-motivated and resilient
- Able to solve problems and use initiative
- Emotionally intelligent and empathetic to others
- Able to listen, to reflect, to adapt and, as a result, grow
- High expectations
- Sense of fun.