

# Job Description

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| <b>POST:</b>             | <b>ECT Class Teacher</b>  |
| <b>RESPONSIBLE TO:</b>   | <b>Head Teacher, under the day-to-day management and leadership of the Phase Leader</b> |
| <b>SALARY:</b>           | <b>M1</b>   |
| <b>LOCATION:</b>         | <b>Marsh Hill Primary School</b>  |
| <b>WORKING PATTERN:</b>  | <b>Full time – 12 Month Fixed Term</b>  |
| <b>DISCLOSURE LEVEL:</b> | <b>Enhanced</b>   |

## **JOB PURPOSE:**

To ensure high quality education for all pupils in a designated class and improve the quality of learning and standards of achievement. To carry out the professional duties of a teacher as set out in the current edition of the School Teacher's Pay and Conditions Document.

A teacher in a school shall perform in accordance with any directions which may reasonably be given to him/her by the head teacher from time to time, such particular duties as may reasonably be assigned.

## **SPECIFIC RESPONSIBILITIES:**

1. Understand the structure and balance of the National Curriculum, RE and other associated areas such as National Literacy and Numeracy Strategies, PHSE and Citizenship.
2. Have detailed knowledge and understanding of the programmes of study and level descriptors with particular emphasis on the core subjects, including the teaching of phonics and early maths.
3. Are familiar with the SEN Code of Practice on the identification and assessment of special educational needs and implement and keep records on individual education plans for pupils.
4. Broadly understand the requirements and progression for children through the key stages.
5. Use recent monitoring and inspection evidence as well as personal reflection/training to develop good and outstanding quality teaching.
6. Be familiar with health and safety issues, including subject specific, child protection procedures and positive behaviour management plans.

## **Teaching**

In each case having regard to the curriculum of the school and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned:

7. planning and preparing lessons;
8. teaching, according to their educational needs, the pupils assigned, including the setting and marking of work to be carried out by the pupil in the school and elsewhere;
9. assessing, recording and reporting on the development, progress and attainment of pupils;

#### **Other activities**

10. promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
11. providing guidance and advice to pupils on educational and social matters and their future education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
12. making records of and reports on the personal and social needs of pupils;
13. communicating and consulting with the parents and carers of pupils;
14. communicating and cooperating with persons or professional bodies outside the school;
15. participating in meetings arranged for any of the purposes described above;
16. lead at least one after school/extra-curricular activity within the school on a weekly basis as part of directed time

#### **Monitoring, Assessment, recording and accountability**

17. assess how well learning objectives have been met and use assessment to improve specific aspects of teaching;
18. mark and monitor work providing constructive feedback and set targets for pupils progress;
19. assess and record each pupils progress systematically and use records to ensure that pupils make demonstrable good progress;
20. providing or contributing to oral or written assessments, reports and references relating to individual or groups of pupils;

#### **Staff development/training/reviews/meetings**

21. Participating, if required, in any scheme of staff development and performance review

- 22. reviewing from time to time own methods of teaching and programmes of work
- 23. participating in arrangements for further training and professional development as a teacher;
- 24. advising and cooperating with the principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

### **Discipline, health and safety**

- 25. maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be in the school premises and when they are engaged in authorised school activities elsewhere;
- 26. ensure Child Protection procedures are followed and any concerns are conveyed to the relevant nominated person;
- 27. To be involved in the duty of care for all children, including personal care such as changing nappies

### **Statutory Tests**

- 28. participating in arrangements for preparing pupils for statutory tests and recording and reporting such assessments

### **Management**

- 29. manage the work of support staff within his/her class; and
- 30. taking such part as may be required in the review, development and management activities relating to the curriculum, organisation and pastoral functions of the school;

### **Administration**

- 31. participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and
- 32. Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions; teachers are not required to routinely undertake tasks of a clerical nature which do not call for the exercise of a teacher's professional skills and judgment.

### **Working time**

- 33. such a teacher shall be available for work for 195 days in any school year, of which 190 days shall be days on which teaching pupils may be required in addition to carrying out

other duties; and those 195 days shall be specified by the employer or, if the employer so directs, by the head teacher.

34. Such a teacher shall not be required under his contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2pm.
35. Such a teacher shall, in addition to the requirements set out above, work such reasonable hours as may be needed to discharge effectively the professional duties assigned. The amount of time required for this purpose beyond 1265 hours in any school year, shall not be defined by the employer.
36. such a teacher shall be allowed as part of the 1265 working hours reasonable periods of time (PPA time) to carry out their duties (planning, preparation and assessment)
37. PPA time shall not be less than 10% of the teacher timetabled teaching time and should not be provided in periods of less than half an hour.

### Other

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Safeguarding children and young people

Birmingham City Council, Marsh Hill Primary School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

### Signed:

| Employee:  |  | Line Manager: |  |
|------------|--|---------------|--|
|            |  |               |  |
| Print Name |  | Print Name    |  |
| Date       |  | Date          |  |
| Version    |  |               |  |

# Full time Primary School Teacher Person Specification

## Our Purpose

Marsh Hill Primary School aims to provide a safe, caring environment where staff, governors and parents work in partnership to provide high standards of education for all our children.

We are a diverse community with learners from many different cultures and backgrounds which are valued and respected. We emphasise excellent progress whatever each individual's starting point or circumstances.

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|                                      | Essential   | Desirable |
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| <b>Qualifications and experience</b> | <ul style="list-style-type: none"> <li>• Qualified Primary Teacher Status NQT</li> <li>• Evidence of recent and relevant professional development</li> <li>• Successful experience working with pupils from a range of socio economic backgrounds and with a variety of learning needs</li> <li>• Establishing effective partnerships with parents/carers</li> <li>• Successful management of a curriculum area or organization role</li> </ul> |           |

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| <b>Skills and abilities</b> | <ul style="list-style-type: none"> <li>• The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents, governors and professional teams and agencies</li> </ul>  |  |
|                             | <ul style="list-style-type: none"> <li>• The ability to secure high standards of pupil behaviour and achievement</li> <li>• Excellent interpersonal and communication skills at all levels</li> <li>• The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence</li> <li>• The ability to teach well planned and organised lessons</li> <li>• Excellent organizational and time management skills and an ability to prioritize</li> </ul> |  |

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| <b>Knowledge</b> | <ul style="list-style-type: none"> <li>• A thorough knowledge and understanding of how children learn, develop and progress through life stages and events</li> <li>• How ICT can be used effectively to motivate children to learn</li> <li>• How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum</li> <li>• How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies</li> <li>• Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil</li> <li>• Equalities and inclusion policies and how these are implemented in schools</li> </ul> |  |
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| <b>Personal Qualities</b> | <ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced CRB checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours of schools' ethos.</li> </ul> |  |
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