

Job Description and Person Specification

Green Park School Class teacher

Post: Class teacher
Responsible to: Headteacher
Scale: Main scale or Upper Pay Scale & 1 SEN Allowance
Supervisory responsibility Class team, lunchtime supervisors and wider support staff.

Job Purpose

All staff at Green Park School are expected to:

- Engage with, and to promote, the school's "Values, Vision and Aims".
- Be excellent practitioners and team members who adhere to high professional standards.
- Work together effectively in class teams by following the school's "Code of Professional Values and Practices".

Teachers at Green Park School will:

- Make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.
- Act with honesty and integrity.
- Have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical.
- Forge positive professional relationships, and work with parents in the best interests of their pupils.
- Interact on a professional level with colleagues in order to promote mutual understanding of the school curriculum, with the aim of improving teaching and learning across the school.
- Contribute and support the School Development Plan and in areas relevant to their role and class group.

The person's line managed by the post holder.

The teacher will

- Co-ordinate teaching assistants and other support staff working in their given class.
- Liaise with teachers across the wider school.
- Coach, mentor the development of all staff within their class, specialist area and the wider school where appropriate.

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Principal responsibilities

The duties outlined in this job description are in addition to those accountabilities, roles, and responsibilities common to all classroom teachers covered by the latest School Teacher's Pay and Conditions Document and the job description for all classroom teachers at Green Park. The postholder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and school policies. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Part One: Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils.

- establish a safe and stimulating environment for pupils, rooted in mutual respect.
- set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions.
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils.

- be accountable for pupils' attainment, progress, and outcomes.
- analyse pupils' data and exam performance to inform planning and intervention.
- plan to teach to build on pupils' capabilities and prior knowledge.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge.

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils' interest in the subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject. This includes the use of Total communication systems.

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- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics, the development of visual skills and pre reading strategies.
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies and the development of thinking skills and cognition.

4 Plan and teach well-structured lessons.

- impart knowledge and develop understanding through effective use of lesson time.
- promote a love of learning and children's intellectual curiosity.
- set homework according to the school policy and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- reflect systematically on the effectiveness of lessons and approaches to teaching.
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils.

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social, and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Be fully aware and able to identify, plan and deliver a pupil's needs and provision in respect of the SEND Code of Practice.

6 Make accurate and productive use of assessment.

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give pupils regular feedback, both orally and through accurate marking within the agreed time and encourage pupils to respond to the feedback.
- follow the school's assessments reporting policies.

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7 Manage behaviour effectively to ensure a good and safe learning environment.

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour for learning policy.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities.

- To act as the first point of contact for parents and communicate effectively with parents with regard to pupils' achievements and well-being.
- To monitor and improve attendance rates for the class group.
- make a positive contribution to the wider life and ethos of the school including extracurricular activities.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- deploy support staff effectively to meet the class groups needs and the wider school • To meet regularly with the SIP leader and Pupil Progress Leader and attend team meetings as needed.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

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- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies, and practices of the school in which they teach, and maintain high standards in their own attendance, dress code and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Other duties and responsibilities

- The job description can never be fully descriptive and exhaustive of unforeseen circumstances. It is expected that staff will respond to emergencies as they arise, commensurate with their qualifications.
- The postholder must comply with the Equal opportunities policy, Health, and Safety policy, Safeguarding policy, and Staff Code of Conduct
- The school is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
- Be sensitive to individual learners and show empathy for their changing needs.
- To undertake other duties which may reasonably be regarded as within the nature of the duties, responsibilities, or grade of the post.
- Due to the changing customer demands, duties and responsibilities are likely to vary from time to time and the school therefore retains the right to amend job descriptions to reflect changing requirements.

Safeguarding

Because of the nature of the job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind over's or cautions and, if so, for which offences.

The post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (exceptions) (Amendment) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purpose are 'spent' under the provision to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind over or caution has been recorder against you will not necessarily debar you from consideration for this appointment.

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Disclosures are handled in accordance with the CRB Code of Practice which can be accessed for the Children and Learning Department, HR Division, or on www.disclosure.gov.uk.

Signature of Postholder: Date:

Signature of Headteacher:..... Date: April 2024

Person Specification

This person specification should be read in conjunction with the latest School Teachers' Pay and Conditions Document. The Governing Body, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify it.

Method of Candidate Assessment: A = Application Form
 I = Interview
 T = Task
 R = Reference

Factors	Essential or Desirable	Measured by Application A Interview I Task T
Qualifications and Skills		
Qualified teacher status.	E	A
Good Honours degree or equivalent.	E	A
Evidence of recent and relevant continuous professional development.	E	A I
As additional special qualification in SEND.	D	A I
Experience and Knowledge		
Recent experience in a special school or teaching children with SEND.	E	A/I/T/R
Effective classroom practitioner	E	A /I /T/ R
A variety of teaching experience across the age ranges.	D	A/I/ R
Experience of working with pupils with PMLD, SDL & ASD needs	D	A/ I/ T/ R
Evidence of implementing safeguarding policies and practices.	E	A/I/T/ R
Involvement in curriculum development within a school.	D	A/I
Evidence of commitment to raising standards and promoting effective teaching and learning.	D	A/I/R
Successful experience of working with a diverse community including Governors, LA, parents, and other partners.	D	A/I/T
Knowledge and understanding of current key educational initiatives e.g. SEND code of Practice	E	A/I/T
Experience of positive behaviour management strategies	E	A/I/T/R
Abilities and Skills		
Experience in monitoring teaching and learning to drive continuous improvement in the classroom.	E	A / I

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Experience in leading collegiate activities and in house training and promote the professional development of others	D	A / I / R
Good standards or written and oral communication skills	E	A / I
Demonstrate a commitment to educational vision and values	D	A / I / R
Aware of mental health and staff well-being in the workplace.	D	A / I
Experience of the use of ICT aids and software in the classroom, and wider teacher duties e.g. assessment, reports	E	A/I/T/R
Personal Qualities		
Must be able to cope with the demands of the job and attend on a regular basis	E	A/I/R
Ability to motivate colleagues and promote successful teamwork.	E	A/I/R
Establish positive rapport and relationship with staff, pupils, and parents	E	A/I/T/R
Communicate and liaise effectively and sensitively with staff and parents	E	A/I/R
Ability to promote and develop a positive school ethos	E	A/I/R
Evidence of ability to negotiate and handle conflict	D	A/I/R
High standard of personal morals, values and ethics ensuring equity, respect and dignity is observed across the school.	E	A/I
Demonstrate emotional resilience.	E	A/I/R
Willingness to ask for support and advice where necessary.	E	A/I/R