



# St Augustine's Federated Schools – CE Primary School

## Class Teacher

### Job Description & Person Specification

#### Job Description

<b>Job Title</b>	Lower Key Stage 2 Class Teacher (Year 3 or Year 4)
<b>Line Manager:</b>	Designated Line Manager

#### Main purposes of the job

To carry out the professional duties of a teacher as set out in the current version of the School Teachers' Pay and Conditions Document, within the framework of all national legislation regarding children and according to the mission, vision and values of St Augustine's CE Primary School.

To provide the highest possible standard of education for the class of pupils to whom s/he is assigned and must share in our corporate duty to care for and safeguard all children at the school. In addition, s/he must have high expectations of all pupils, forge good relationships with families and the local community and aim to ensure all children enjoy their education, stay safe and healthy, make a positive contribution and are equipped to attain future economic well-being and success.

#### General Responsibilities

- Put the well-being, progress and development of children and young people first, upholding children's rights and helping them to understand their responsibilities.
- In each case, having regard to the policies and curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class, group or set assigned to him/her:
  - plan and prepare appropriately paced, motivating and engaging lessons and share this planning with other professionals as/when required;
  - teach, according to their personal educational needs, each pupil assigned to him/her, including the setting and marking of work to be carried out by pupils in school and elsewhere;
  - assess, record and report on (both orally and in written format) the development, progress and attainment of individual pupils or groups of pupils.
- Participate in arrangements for preparing pupils for examinations, in assessing pupils for the purposes of such examinations and recording and reporting such assessments, and participating in arrangements for pupils' presentation for and supervision during such examinations.
- Systematically analyse outcomes of testing and assessment and use to diagnose learners' needs and to set challenging, but realistic, targets.
- Create a safe, well-organised, purposeful, attractive and stimulating classroom environment conducive to the facilitation of children's learning.
- Plan and implement opportunities which enhance and enrich the school's curriculum e.g., trips, visits, visitors etc.
- Register the attendance of pupils and supervise pupils before, during, between or after school sessions as required.
- Maintain good order and discipline among the pupils and safeguard their health, safety and well-being both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her.
- Make observations and records of and reports on the personal, social and emotional needs of pupils, communicating and co-operating with persons or bodies outside the school and participating in meetings arranged for any of the purposes described above.
- Strive to establish productive partnerships with families; communicating and consulting with the parents/carers of pupils whenever appropriate and leading workshops for parents/carers within the classroom during directed hours.
- Co-ordinate and manage the work of support staff, students and/or volunteers allocated to his/her class.
- Provide guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.
- Take responsibility for maintaining the quality of his/her own teaching practice by regularly and critically reflecting on and reviewing his/her methods of teaching and programmes of work and keeping up-to-date with current educational research.
- Meet the 'professional standards for teaching' relevant to his/her role and the stage s/he has reached in his/her career.
- Act upon advice and feedback from colleagues and be open to coaching and mentoring.
- Participate in arrangements made in accordance with current regulations for the appraisal of his/her performance and that of other teachers.
- Participate in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in performance management objectives or statements.
- Contribute to the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations.
- Use appropriate channels to raise concerns about the practice of other professionals if this risks harming children and young people.
- Advise and co-operate with the Headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- Take such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Attend, support and lead assemblies, celebrations and social events as required during directed hours.
- Liaise effectively with any staff providing cover for his/her allocated class for PPA or training purposes etc.
- Subject to current guidance, supervise and, so far as practicable, teach any pupils whose teacher is not available to teach them.
- Act professionally with tact and discretion; at all times shaped by the seven principles of public life: selflessness, integrity, honesty, objectivity, accountability, openness and leadership.
- Maintain reasonable standards in his/her own behaviour that enable him/her to uphold public trust and confidence in the teaching profession.

#### **PROFESSIONAL DUTIES SPECIFIC TO ASSIGNED CLASS**

In liaison with the Trips & Visits Co-ordinator and the Senior Leadership Team, plan, organise and accompany (if possible) year 5's School Journey; including attending meetings for parents and supporting the process of collecting money and forms.

#### **SUPPORT FOR THE SCHOOL**

- Actively encourage adults and children to care for and take pride in their school environment and report to the Headteacher, any allegations of improper behaviour by pupils or staff which negatively impacts upon the school premises.
- Contribute to the overall ethos/work/aims of the school and appreciate and support the role of other professionals.
- Share responsibility for the neat, orderly and attractive appearance of the whole school.
- Contribute to whole school improvement through membership of at least one of St Augustine's Primary School's teams.
- Promote inclusion by being aware of and supporting diversity and ensuring equal opportunities for all; actively seeking to reduce incidents of bullying, sexism, racism and homophobia and following school policies and procedures for dealing with such incidents.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person.
- Be aware of confidential issues linked to home/pupil/staff/school/work and keep confidences as appropriate.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Uphold the ethos of a Church of England School and, when requested, attend St Augustine's Church during normal working hours.
- Undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the School.

### **EQUALITIES**

- Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

### **WESTMINSTER CHILDREN'S STANDARD**

**To ensure the best outcomes for Westminster's children, employers in the City Council area have produced a "Westminster Standard" for all members of the children's workforce. This Standard will ensure that all staff working with our children are:**

**"representative of the Westminster community, flexible, competent and confident, ready to listen to children and their carers, work in partnership with users and colleagues, and committed to safeguarding and providing the best possible service for children, as well as promoting their health and wellbeing".**

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from their Line Manager, SLT or Headteacher to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff*

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE Mathematics and English or equivalent (grade C or above)</li> <li>• Good standard of ICT skills, especially with Microsoft Word and Excel</li> </ul>	<ul style="list-style-type: none"> <li>• Child Protection Level 3 training (training will be given to the successful candidate if required)</li> <li>• Knowledge of SIMS/Teams</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrable knowledge and expertise in implementing safeguarding protocols within an educational setting.</li> <li>• Successful experience of administering student records with high levels of accuracy, within deadlines</li> <li>• Experience of communicating with people both on the telephone and in person</li> <li>• Working with young people of secondary age</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of organising and motivating a team</li> <li>• Experience of dealing with Child Protection issues and/or have experience or knowledge of Trauma Informed care</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Ability to use own initiative and have a flexible approach</li> <li>• Ability to cope with stressful situations</li> <li>• Ability to deal with sensitive information in a confidential manner</li> <li>• Ability to work with limited supervision and be able to problem solve</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with students</li> <li>• Empathy towards young people facing barriers to their learning</li> <li>• Ability to provide a good role model to young people</li> <li>• Excellent communication skills and ability to work in partnership with students, parents, staff and outside agencies</li> <li>• Effective oral and written communication skills</li> <li>• Excellent organisational and administrative skills</li> <li>• Willingness and aptitude to work independently and as part of a team</li> <li>• Enthusiasm and commitment to the aims and objectives of the school</li> </ul>	
<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• A commitment to equal opportunities, awareness of diversity issues and working in a positive and non-discriminatory way</li> <li>• A commitment to working in a multi-cultural environment and with students from diverse backgrounds and abilities</li> <li>• A commitment to working in a flexible and collaborative manner with all members of the school community</li> </ul>	