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| **Job Description and Person Specification** |
| This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment. |



# SECTION A: Specific Role Profile

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| **Post Title** | Class Teacher | **Post No** |  |
| **Directorate** | George Fentham Endowed School | | |
| **Division** | Education | | |
| **Band and Salary** | MPS 1 – MPS 6 (UPR may be considered for the right candidate)  Incremental progression will be dependent on performance. The school does not operate a system of pay portability. | | |
| **Responsible to** | The Head Teacher | | |
| **Location** | George Fentham Endowed School, Fentham Road, Hampton-in-Arden, Solihull. B92 0AY | | |
| **DBS Check** | Enhanced DBS Check for regulated activity for working with children. | | |
| **Special Conditions** | Teachers’ Pay and Conditions. | | |

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| **Role Purpose** |
| * To provide a high quality educational experience for all children ensuring that learning meets the needs of all learners. This role is for the primary age range and practitioners should have awareness of progression between EYFS, KS1 and KS2. |

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| **Role Responsibilities** |
| All responsibilities are in line with the Teacher Standards. The successful candidate will be expected to contribute to the wider outcomes of the school including subject leader responsibilities. |

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| **2.** | **Key Responsibilities** |

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|  | **2.1** | **Main Duties** |
|  | | To carry out the duties of a school teacher as set out in the ‘School Teachers Pay and Conditions’ Document and listed in the Teachers’ Standards. |
|  | **2.2** | **Knowledge and Understanding** |
|  | | * Have knowledge of and keep up to date with the curriculum guidance for the EYFS, KS1 and KS2 National Curriculum. * Understand how pupils’ learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development. * Select and make good use of ICT for teaching and learning. * Be familiar with the school’s current systems and structures as outlined in policy documents including the Health and Safety and Child Protection & Safeguarding Policies. |
|  | **2.3** | **Safeguarding** |
|  | | School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with. |
|  | **2.4** | **Planning, teaching and class management** |
|  | | * Plan and deliver in relation to the National Curriculum with regard EYFS, KS1, KS2 for the school’s aim statement, own policies and schemes of work, the teaching programme for all children within the class. * Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge. Provide children with stimulating learning and play experiences that extends learning. * Make effective use of assessment information on pupils’ attainment and progress and in planning future lessons. * Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met. * Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident. * Use a variety of teaching and learning styles to keep all pupils engaged. * Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs. * Evaluate own teaching critically to improve effectiveness. |
|  | **2.5** | **Monitoring, assessment, recording and reporting** |
|  | | * Assess and record each pupil’s progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning to ensure progress. * Communicate effectively with parents and provide reports on individual progress to parents and other agencies as required. |
|  | **2.6** | **Health & Safety** |

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|  |  | Health and safety laws require all employees to help the School maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others’ health and safety and co-operate with any reasonable request to support the School, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis. |
|  |  | All duties and responsibilities must be carried out in line with the School’s Health and Safety Policy and any local safety procedures. |
|  | **2.7** | **Information Management** |
|  |  | As an employee of the School, the post holder will be expected to manage information in accordance with School policies. The post holder will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection Act 1998. |
|  | **2.8** | **Policies & Procedures** |
|  |  | The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures. |
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| **3.** | **Other Conditions** | |

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|  | **3.1** | **Equal Opportunities** |
|  |  | 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. |
|  | **3.2** | **Variations to Job Descriptions** |
|  |  | Due to 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. |
|  | **3.3** | **Training and Development** |
|  |  | The School is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify professional development needs. |

**Section B: Person Specification**

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|  | **Essential Criteria** | **Desirable Criteria** | **Measured By** |
| **Education & Qualifications** | Qualified teacher status. | Evidence of further training to enhance teaching and learning. | Application form |

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| **Experience & Knowledge** | Knowledge of the statutory National Curriculum requirements in KS1 & KS2. | The preparation and administration of statutory National Curriculum assessments. | Application form Interview |
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|  | Proven ability as a successful classroom practitioner in the Primary phase. | Previous subject leadership experience.  A particular interest in Maths or Science. | References  Lesson observation |
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|  | Commitment to working closely with parents and outside agencies to support individual pupils | Experience of working with parents and outside agencies to enhance pupil outcomes. | Interview Application form |
|  | Able to accurately monitor, assess, record and report pupils’ progress in KS1and/or KS2. | Knowledge of target setting using a tracking system. | Interview Application form |
|  | Able to use data for individual pupil target setting, tracking, assessment and improvement. |  | Interview |
|  | Knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection. | An awareness of SEND procedures and practice.  Experience of creating IEPs / working with other professionals. | Interview Application form |

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|  | Effective teaching and learning styles to support all groups of learners. |  | Lesson observation |
| Effective behaviour management strategies. | Knowledge of strategies to support positive attitudes towards learning and emotional resilience. | Lesson observation Interview |
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| **Skills & Abilities** | Excellent and innovative class practitioner. | Evidence of a creative approach to learning and teaching. | References  Lesson observation |
|  |  | Ability to support, delegate and model outstanding practice. |  |
|  | In depth subject knowledge and experience of planning and teaching to the requirements of the KS1 or KS2 curriculum | Ability to evaluate provision of the phase within school and plan a strategy for its development. |  |
|  | Ability to raise standards of achievement through effective planning and assessment, appropriate differentiation/adaptations and creating a well organised and stimulating learning environment. | A clear understanding of school improvement and ability to work with colleagues to ensure high standards of teaching and learning across the phase. | References Interview Application |
|  | Ability to work in a team motivating and inspiring colleagues- including effective use of planning/ sharing of resources. | Knowledge of and potential to build positive and effective programmes of staff development. | References Interview Application |
|  | Excellent interpersonal and communication skills with all stakeholders- including other professionals and parents |  | References  Interview Application |
|  | Confident use of ICT to support teaching and learning. |  | Interview  Lesson observation |
|  |  | Application |

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|  | Emotional resilience when dealing with challenging behaviour. | Ability to support colleagues within the phase in effectively managing behaviour within the classroom and liaising with parents. | Interview Application |
| To be able to manage and organise time and resources effectively. |  | Interview  References |
|  | Application |
| Commitment to whole school ethos and vision. |  | Interview Application form |
| **Personal Qualities** | Commitment to work with the wider community, parents, governors and other schools | Participation in extracurricular activities, including after-school clubs, PTFA functions and events | Interview Application form |
|  |  | Presenting information/data at Governors’ meetings |  |
|  | Commitment to own continuous professional development |  | Interview |
|  | Enthusiasm, integrity and honesty |  | References |
|  | Ability to form and maintain appropriate relationships with pupils, staff and parents |  | Interview  Application form References |
|  | Strong organisational skills and time management skills. |  | Interview  Application form |
|  |  | References |
|  | Be able to use own initiative and problem solve including being flexible in working practices. |  | Application form Interview |

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| **Core Behaviours** | **Excellence -** With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a ‘can do’ attitude in all of the work  you deliver, ensuring it meets the needs of current and potential customers. | Interview |
| **Simplicity -** You actively seek ways to prevent over complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely,  ensuring that the message is understood by all. | Interview |
| **Trust and Respect -**You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual  trust and respect. | Interview |
| **Working Together -** You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve. | Interview |
| **Responsibility -** You take ownership for your work and you use your initiative to deliver. You are accountable for your  own performance and development and you take responsibility for your actions and decisions. | Interview |
| **Leadership -** Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to  achieve their potential. | Interview |

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| **Other Requirements** | Be forward thinking and have an open mind towards developments within our school. |  |  |

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| **Compiled/Reviewed by** | Mrs J Gaughan, Head Teacher |
| **Date** | September 2024 |

# Section C: Additional Information

## Safeguarding

Solihull Council is committed to keeping children, young people and adults at risk safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and adults at risk for whom she/he is responsible or comes into contact with.

## Health and Safety

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others’ health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council’s Corporate Health and Safety Policy and any local safety procedures.

## Information Management

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

## Equal Opportunities

Solihull Council is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences

## Training and Development

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

## Solihull Behavioural Framework

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

## Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

## Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.