

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.

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

SECTION A: Role Profile

Post Title	KS2 Class Teacher	Post No	
Directorate	Solihull MBC		
Division	Schools Education		
Band and Salary	Teachers Main Scale		
Responsible to	Head teacher		
Location	Council House, Solihull		
DBS Check	Enhanced check for regulated activity for working with Children		

Role Purpose

The core purpose of the post is to undertake all the duties of a qualified teacher as described in the School Teachers' Pay and Conditions document and to be committed to safeguarding and promoting the welfare of children and young people.

Role Responsibilities

Teachers' Standards

A teacher must:

- 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 behaviours which are expected of pupils.
- Promote good progress and outcomes by pupils**
 - Be accountable for pupils' attainment, progress and outcomes
 - Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 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 know 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.

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, and encourage pupils to respond to the feedback.

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 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

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

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
 - 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 and punctuality.
- Teachers must have an understanding of, and always act within, the

statutory frameworks which set out their professional duties and responsibilities.

Additionally, class teachers at Shirley Heath Junior School should:

- Follow and implement all school policies
- Promote the values and ethos of the school
- Maintain a suitable classroom environment which promotes learning
- Participate with activities that enhance children's learning e.g. PTA events, parent workshops, sporting events.

Section B: Person Specification

This person specification will be assessed in the following areas of the appointment process: A – application form I – interview C – certificates brought to interview O- Observation R – references

	Essential Criteria	Desirable Criteria	Measured By
Education & Qualifications	<ul style="list-style-type: none">• Qualified Teacher Status (degree)	Evidence of INSET and commitment to further professional development	C/I
Experience & Knowledge	<ul style="list-style-type: none">• Experience of teaching in KS2• The monitoring, assessment, recording and reporting of pupils' progress and the implications for teaching and learning• Knowledge of Safeguarding and Child Protection policy and practice• Knowledge of the National Curriculum requirements	<p>Experience of working in partnership with parents</p> <p>Evidence of outstanding practice</p>	A/I/R/O

Skills & Abilities	<ul style="list-style-type: none"> • Ability to create a happy, challenging and effective learning environment • High standards of behaviour and expectations of children • Successful teaching strategies, leading to good or better learning outcomes for pupils • Promote the school's aims positively and use effective strategies to motivate pupils to achieve them. • Ability to work effectively as part of a team • High level of interpersonal and communication skills • Passion for teaching to inspire children • Ability to establish and develop close working relationships with parents, Governors and the wider community • The ability to plan and review a creative and exciting curriculum for primary pupils 	High levels of ICT competency	O//A/R
Professional and personal qualities	<ul style="list-style-type: none"> • Excellent interpersonal skills • Self-motivated • Passionate about teaching • Sense of humour 		A/I
Other requirements	<ul style="list-style-type: none"> • A willingness to embrace change • A commitment to putting children first and the drive and determination to ensure that every pupil has the opportunity to achieve well • Willingness to take a full part in the life of the school 	Ability to offer extra-curricular activities	I/A
Core Behaviours	Excellence - With enthusiasm, you work to deliver a high-quality service from your work location, whether that be in a Council building or in a remote working location, to meet customer, organisation 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 taking into account hybrid working.	Interview
	Trust and Respect - You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and 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, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	Responsibility - You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions.	Interview

Compiled/Reviewed by	Matthew Taylor
Date	January 2025

Section C: Additional Information

Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

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.

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.