

Valley Primary School

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CLASS TEACHER Job Description

Reports to: Head Teacher & Deputy Head Teacher

The Role	<ul style="list-style-type: none"> To work as a Class Teacher in EYFS / Key Stage 1 or Upper Key Stage 2.
Organisation	<ul style="list-style-type: none"> To plan and prepare sequences of work and individual lessons appropriate to the needs and knowledge of the children, which aim to deliver the National Curriculum and the International Primary Curriculum in such a way as to excite, engage and motivate all pupils. Have regard to the curriculum with the view to promoting the development of pupils with varying abilities and aptitudes in any class or group assigned. To mark work, assess, keep records on pupils' progress and attainment and set individual pupil targets in line with school marking, assessment and record keeping policies. To set and mark homework for pupils in line with school policy. To write annual reports as well as interim reports on individual pupils, and to produce reports when required by outside agencies or when a pupil transfers to another school. To liaise with other members of staff (in particular, teaching assistants and SENCO) as appropriate in order to make the best provision for pupils. To take, with other staff, collective responsibility for pupil behaviour throughout the school by: upholding the School's Behaviour, Anti-Racist and Anti-Bullying Policies; being proactive in dealing with behavioural issues through the use of a restorative justice approach.

	<ul style="list-style-type: none"> ▪ To discuss any child(ren) giving cause for concern with regard to their spiritual, emotional, behavioural, physical, or academic development to the SENCO in the first instance. ▪ To maintain a purposeful, stimulating learning environment. ▪ To carry out playground duties and assemblies when required and to attend staff meetings, staff training and INSET sessions. ▪ To take on Subject Leader responsibility where appropriate (for teachers who are not in their NQT year). This will include: developing and promoting the subject across the school; monitoring standards of teaching and learning within the subject; using the outcomes of monitoring and data analysis to identify priorities for future work and to contribute to the School Development Plan. ▪ To uphold the aims and ethos of the Valley Primary School and Connect Schools Academy Trust in all aspects of your daily work as set out in the associated policy and guidance documents.
Pastoral and Welfare	<ul style="list-style-type: none"> ▪ To promote the general wellbeing of pupils by building positive relationships and to develop your understanding of each child as an individual. ▪ To ensure the PHSCE and Circle Time curriculum is delivered to the class to which you are assigned. ▪ Communicating and consulting with parents, carers and external agencies where necessary.
Safeguarding	<ul style="list-style-type: none"> ▪ To report any safeguarding concerns to one of the school's Designated Safeguarding Officers. ▪ To work within the safeguarding protocols of the school. ▪ To keep abreast of the latest safeguarding good practice associated with a modern-day primary school.
Professional Development	<ul style="list-style-type: none"> ▪ To take responsibility for your own professional development through identification of and attendance at appropriate training approved by the school and by keeping abreast of developments in teaching at a national and global level.

	<ul style="list-style-type: none"> ▪ To periodically review methods of teaching and learning reflecting on current research and findings.
Wider Contribution	<ul style="list-style-type: none"> ▪ To participate fully in all aspects of school life and undertake any additional duties at the request of the Head Teacher that fall within the remit of a teacher, as set out in the most recent edition of the School Teachers' Pay and Conditions Document.
Equalities	<ul style="list-style-type: none"> ▪ To work within the Trust's Equal Opportunities Policy and statutory responsibilities.

Class Teacher **PERSON SPECIFICATION**

Reports to: Head Teacher & Deputy Head Teacher

	Essential	Desirable
Education & Qualifications	<ul style="list-style-type: none"> ▪ To hold Qualified Teacher Status (QTS) as recognised by the DfE (in the case of trainee teachers a post will be offered subject to QTS being awarded) <i>or</i> to hold a recognised teaching qualification from another country. ▪ To have experience of teaching in a primary school (including, for an NQT, school placements). 	<ul style="list-style-type: none"> ▪ Other educational professional qualifications. ▪ Qualifications in sports coaching or music. ▪ Forest School Qualification.
Experience	<ul style="list-style-type: none"> ▪ To have a clear understanding of how children learn and to use this knowledge to plan exciting and stimulating activities which enable children to make good progress and achieve well. 	

	<ul style="list-style-type: none"> ▪ To demonstrate experience and skills in meeting the needs of all pupils in a class, including those who may have special educational needs, speak English as an additional language or who are more able. ▪ To understand the need for effective assessment and record keeping, and how it can be used to ensure pupils' progress. ▪ To have a sound knowledge and understanding of the requirements of the New National Curriculum for English, Maths and Science. ▪ To be able to use a range of effective classroom management strategies. ▪ Experience of using Microsoft Teams to deliver virtual lesson in the primary school context. ▪ Experience of implementing safeguarding procedures to secure positive outcomes for pupils. ▪ To have a proven track record of securing outstanding pupil outcomes in terms of attainment and rates of progress 	
Professional Skills, Ethos & Commitment	<ul style="list-style-type: none"> ▪ Excellent teaching experience rooted in an expectation of high standards. ▪ An ability to build positive relationships with pupils reflecting mutual respect 	

	<ul style="list-style-type: none"> ▪ Evidence of having high expectations in relation to pupil behavior and adopting strategies to meet the personalised learning and emotional needs of all pupils. ▪ To be competent in the use of IT as an aid to both teaching and learning. ▪ To demonstrate the ethos of the school and to act in a professional way to support the aims and ethos of the school at all times. 	
Personal Attributes	<ul style="list-style-type: none"> ▪ To be well-organised and to display high expectations of teaching, learning and behaviour. ▪ To be able to set and work to deadlines. ▪ Approachable with excellent interpersonal skills to develop positive relationships within and beyond the school. ▪ To be able to demonstrate a commitment to your own continuing professional development, including understanding the role played by the appraisal process. ▪ To have the ability to work as part of a team, small or large, with all members of the school community. 	

	<ul style="list-style-type: none"> ▪ Ability to maintain a positive outlook and adopt a ‘can-do’ attitude even when faced with difficulties. ▪ To be able to take the initiative in a range of situations, including the ability to take on a lead role, and to be flexible and adaptable. 	
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