



**Thomas Buxton
Primary School**

JOB DESCRIPTION

NAME OF SCHOOL:	Thomas Buxton Primary School
POST TITLE & GRADE:	Class Teacher EY, KS1 and KS2 Inner London Pay Scale M1-M6 (UPR)

Status of Post: Class Teacher

Job Purpose:

- To carry out the duties of a school teacher as set out in the current School Teachers' Pay and Conditions document, subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
- To demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language.
- To be committed to and actively promote the school's equal opportunities policy.
- To uphold the school's principles, vision and ethos through the implementation of policies which underpin good practice and ensure the safety and wellbeing of all.

Reporting to:

Phase Leader/Senior Leadership Team

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

Main Expectations of the Role

- 1. To plan work for the class in accordance with national, LA and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.**
- 2. To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo and the Inclusion Team.**
- 3. To provide children with opportunities to manage their own learning and become independent learners.**
- 4. To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.**
- 5. To foster each child's self-image and esteem and establish relationships which are based on mutual respect.**
- 6. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.**
- 7. To work with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work or to deliver the curriculum in line with EYFS guidance.**

8. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
9. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
10. To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
11. To liaise with support staff both school based, from the LA & from other external bodies as required.
12. To take responsibility for the management of other adults in the classroom.
13. To engage fully with all opportunities for continuous professional development through self-directed reading, courses and in-service training
14. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.

PERFORMANCE MANAGEMENT

Performance management will be based on the responsibilities listed above and judgements will be made against these as part of the school's performance management cycle and against the Teaching Standards. In addition, the following standards will be considered where there is an application to progress through the threshold and onto UPS2 and UPS3.

KNOWLEDGE & UNDERSTANDING

- Demonstrate a thorough and up-to-date knowledge of the curriculum and effective teaching and learning strategies.

TEACHING & ASSESSMENT

- Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.
- Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPS2 level, the majority of your lessons are at least 'good' in Ofsted terms (ref AESOPP).
- Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.
- At UPR3 level:
 - Make a distinctive contribution to raising pupil standards (ref STRB).

PUPIL PROGRESS

Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPR2 level 'better', ref AESOPP) than similar pupils nationally (this should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken).

WIDER PROFESSIONAL EFFECTIVENESS

- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.
- Make an active contribution to the policies and aspirations of the school.
- At UPR2 level:
- seek to share your expertise with colleagues (ref AESOPP).
- At UPR3 level:
- take advantage of appropriate opportunities for professional development;
- use professional development effectively to improve pupils' learning;
- contribute effectively to the work of the wider team; and
- play a critical role in the life of the school (ref STRB).

PROFESSIONAL CHARACTERISTICS

Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:

- inspiring trust and confidence;
- building team commitment;
- engaging and motivating pupils;
- analytical thinking; and
- taking positive action to improve the quality of pupils' learning.

At UPR3 level:

- provide a role model for teaching and learning (ref STRB).

ORGANISATIONAL DETAILS

The post holder will be line managed and performance managed by: The Phase Leader for the Phase they are working in.

The above job description was agreed on (Date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual performance process.

_____ Signed by (Post holder)



_____ Signed by (Headteacher)