



## Classroom Teacher KS1 Job Description

### QUEENSGATE FOUNDATION PRIMARY SCHOOL

#### Job Description

#### School vision

At Queensgate Foundation Primary we:

- Develop a love of learning through a wide variety of experiences and opportunities in a safe, stimulating atmosphere.
- Create independent learners who reach their full potential.
- Have happy, confident and resilient people.
- Have high standards of achievement and behaviour.
- Are at the heart of the community.

#### Employment details

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|-------------------------|---|
| Job title:              | Classroom teacher KS1                             |
| Reports to (job title): | Headteacher                                       |
| Type of position        | Part time   |
| Hours of work:          | Three days per week – Wednesday, Thursday, Friday |
| Salary:                 | MPS 1 – 6 (£30,000 - £41,333)                     |

#### Main duties/responsibilities

##### General duties

Undertaking duties as required in the 'Teachers' Standards'

Displaying commitment to the ethos and success of the school.

Contributing to the school's process of self-evaluation and development.

Being familiar with the school's systems, structures, policies and procedures.

Actively supporting school activities where required, including attending educational trips, extra-curricular activities and parents' evenings, which may require some out-of-hours availability.



| Teaching   |
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| Delivering learning in accordance with the curriculum, national guidelines and the school's strategy.  |
| Teaching a KS1 class of approximately 30 pupils, although this may be subject to change in future academic years.  |
| Planning a varied, balanced and appropriate curriculum, which supports the needs of all pupils and ensures all pupils reach their potential.                   |
| Adapting teaching styles to suit all pupils and providing a supportive learning environment.   |
| Differentiating resources and equipment so lessons can be accessed by all pupils.  |
| Self-evaluating their teaching to improve effectiveness.   |
| Create independent learners who are not reliant on worksheets.   |
| Pupil support  |
| Carrying out other duties that support pupils' learning while operating in accordance with the school's policies and procedures.                               |
| Working as part of a team to evaluate and develop pupils' learning needs.  |
| Enforcing the school's Behaviour Policy through effective classroom management.  |
| Encouraging pupils to develop and use their creativity and initiative, gain increased independence, and undertake new responsibilities.                        |
| Being familiar with the 'Special educational needs and disability code of practice: 0 to 25 years', and supporting pupils with SEND appropriately.             |
| Understanding the school's safeguarding procedures and actively promoting pupils' wellbeing and safety.  |
| Monitoring and reporting   |
| Being committed to the school's target setting and monitoring systems for pupil progress.  |
| Systematically assessing and recording pupils' academic progress and other areas of their progress, and using the results to inform lesson planning decisions. |
| Monitoring pupils' classwork and homework, providing feedback and setting informed targets.  |



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| Delivering relevant national assessments in line with the relevant frameworks.  |
| Reporting on individual pupils' progress to the headteacher and parents, as required.                                   |
| <b>Training</b>   |
| Keeping up-to-date with, and remaining knowledgeable about, the requirements of the curriculum and national guidelines. |
| Undertaking relevant CPD.   |
| <b>Communication</b>  |
| Liaising with the curriculum lead to ensure teaching is delivered in line with school expectations and goals.           |
| Working with the Inclusions Manager to ensure pupils with SEND are appropriately supported.                             |
| Working with the DSL and their deputies to ensure safeguarding is promoted.   |
| Working with the designated teacher for LAC to support LAC and previously LAC.  |

### PERSON SPECIFICATION

|                                    | Essential  | Desirable   |
|------------------------------------|--|---|
| <b>Qualifications and training</b> | <p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Have QTS.</li> <li>• Be willing to undertake relevant CPD.</li> </ul> | <ul style="list-style-type: none"> <li>• Examples of CPD</li> </ul>   |
| <b>Experience</b>                  | <p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Have previous experience of working in a school.</li> </ul>           | <ul style="list-style-type: none"> <li>• Previous experience teaching KS1</li> <li>• Previous experience working in partnership with parents</li> <li>• Experience working as part of a team</li> <li>• Experience working with pupils with SEND</li> <li>• Experience working with children who have challenging behaviour</li> <li>• Experience working with children with EAL</li> </ul> |



|                                    |   |  |
|------------------------------------|---|--|
| <p><b>Knowledge and skills</b></p> | <p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• A sound understanding of the primary curriculum.</li> <li>• Excellent behaviour management skills.</li> <li>• Excellent inter-personal skills.</li> <li>• The ability to work as part of a team.</li> <li>• Excellent planning and organisational skills.</li> <li>• Effective oral and written communication skills.</li> <li>• Knowledge of key performance indicators and the ability to use them to monitor progress.</li> <li>• Awareness of the needs of pupils with EAL.</li> <li>• Awareness of the needs of pupils with SEND.</li> <li>• An understanding of how a pupil's learning is affected by their intellectual, emotional and social development, and the stages of child development.</li> </ul> | <ul style="list-style-type: none"> <li>• An understanding of the importance of parental involvement and strategies for engaging parents.</li> </ul>            |
| <p><b>Personal qualities</b></p>   | <p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Be committed to teaching and ensuring good level of attainment.</li> <li>• Supportive of their colleagues.</li> <li>• Have good attendance and punctuality.</li> <li>• Be proactive in the working environment.</li> <li>• Be enthusiastic and positive.</li> <li>• Be able to accommodate to changes in priorities.</li> <li>• Be able to anticipate workload and plan ahead.</li> <li>• Be able to develop effective relationships with parents.</li> <li>• Be able to encourage and enable others to reach their full potential.</li> <li>• Show a growth mindset and positive belief system.</li> </ul>  | <ul style="list-style-type: none"> <li>• Self-confidence.</li> <li>• Ability to relate well to other professionals.</li> <li>• A flexible approach.</li> </ul> |