
	<b>Job Description and Person Specification</b> <b>KS2 Class Teacher</b>	
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<b>Post Title:</b>	KS2 Class Teacher
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	KS2 Class
<b>Grade:</b>	Temporary contract until 31 August 2023 MPS 1 £25,971 – MPS 6 £37,330

**Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!**

### Main Purpose of Job

To teach primary age children and to undertake associated pastoral and administrative duties as well as other general responsibilities in the school as agreed with the Headteacher.

### Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

*A=Accountability (which means being responsible for something to somebody), L= Leadership (guide, direct and influence the outcomes of) O=Operational (day-to-day management and control of these activities)*

### 1. Role Specific Duties and Responsibilities

1	<b>Planning, Development and Co-ordination</b>	<b>A</b>	<b>L</b>	<b>O</b>
1.1	to set challenging teaching and learning objectives which are relevant to all pupils in their class using the approach adopted by the school;	✓	✓	✓
1.2	to use teaching and learning objectives to plan and deliver lessons and sequences of lessons which maintain pace and interest, and challenge and motivate pupils, showing how this will assess pupils’ learning;	✓	✓	✓
1.3	to select and prepare resources, and plan for their safe and effective organisation, taking into account pupils’ interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate;	✓	✓	✓
1.4	to contribute to year group teams, meetings and events;	✓	✓	✓
1.5	to plan for the deployment of any support staff and work with them to develop their role in the delivery of the strategies that support the pupils’ learning;	✓	✓	✓
1.6	to plan opportunities for pupils to learn in and out of school contexts (including development of resources for the school);	✓	✓	✓

1.7	to produce long and short term planning in accordance with school policy and procedures and within required deadlines;	✓	✓	✓
1.8	to implement and review the School Development Plan in conjunction with the Senior Leadership Team and/or line manager;	✓	✓	✓
1.9	to develop, audit and update topic planning, demonstrating a good knowledge and understanding of curriculum requirements to ensure all pupils receive a broad and balanced curriculum;	✓	✓	✓
1.10	to lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice, including coaching;	✓	✓	✓
1.11	to lead on a curriculum area negotiated between yourself and the Headteacher.	✓	✓	✓

<b>2</b>	<b>Monitoring and Assessment</b>	<b>A</b>	<b>L</b>	<b>O</b>
2.1	to make appropriate use of the school's monitoring and assessment processes to evaluate pupils' progress towards the year group learning objectives;	✓	✓	✓
2.2	to use monitoring and assessment information to improve planning and teaching;	✓	✓	✓
2.3	to monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback within lessons to support pupils as they learn;	✓	✓	✓
2.4	to involve pupils in reflecting on, evaluating and improving their own performance and progress as per the whole school policy;	✓	✓	✓
2.5	to assess pupils' progress accurately using a range of evidence;	✓	✓	✓
2.6	to identify and support pupils with differing levels of ability, including those who may have SEND, using their best endeavours to fully support all pupils' learning and progress.	✓	✓	✓
2.7	to identify the levels of attainment for pupils learning English as an additional language and provide cognitive challenge as well as language support;	✓	✓	✓
2.8	to record pupils' progress and achievements systematically and instigate appropriate interventions;	✓	✓	✓
2.9	provide evidence of their progress and attainment over time to inform planning;	✓	✓	✓
2.10	to report to parents, carers, other professionals and pupils under the agreed reporting system;	✓	✓	✓
2.11	to attend and participate in Parent Afternoons/Evenings.	✓	✓	✓

<b>3</b>	<b>Teaching and Class Management</b>	<b>A</b>	<b>L</b>	<b>O</b>
3.1	to have high expectations of all pupils and build successful relationships centred on teaching and learning;	✓	✓	✓
3.2	to establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident;	✓	✓	✓
3.3	to ensure the deep learning of the curriculum for pupils;	✓	✓	✓
3.4	to teach clearly structured lessons utilising a range of teaching strategies appropriate to the pupil(s) that motivate and engage;	✓	✓	✓
3.5	to promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning;	✓	✓	✓
3.6	to provide quality first teaching and to differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress;	✓	✓	✓
3.7	to organise and manage teaching and learning time effectively;	✓	✓	✓

3.8	to organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate;	✓	✓	✓
3.9	to set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy;	✓	✓	✓
3.10	to anticipate, de-escalate and manage pupils' behaviour constructively and promote pupil self-control and independence;	✓	✓	✓
3.11	to use ICT effectively in delivery of teaching and learning;	✓	✓	✓
3.12	to be accountable for the class over a sustained and substantial period of time;	✓	✓	✓
3.13	to provide home learning, following the school's learning at home policy, which consolidates and extends learning carried out in the class;	✓	✓	✓
3.14	to work collaboratively with other professionals and where appropriate direct the work of support staff to enhance pupils' learning;	✓	✓	✓
3.15	to recognise and respond effectively to equality issues as they arise in the classroom and challenge discriminatory language and views;	✓	✓	✓
3.16	to recognise and respond effectively to bullying and harassment in accordance with school policy and procedures;	✓	✓	✓
3.17	to be committed to safeguarding and promoting the welfare of pupils and work actively with others to share this commitment, ensuring reporting of concerns or information is communicated promptly to the safeguarding team;	✓	✓	✓
3.18	to be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;	✓	✓	✓
3.19	to attend and participate in regular meetings;	✓	✓	✓
3.20	to participate in training, continuous professional development and other learning activities as required including participation in the school's Appraisal and MRE processes.	✓	✓	✓

<b>4</b>	<b>Generic Duties and Responsibilities</b>			
4.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.			
4.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For professional support staff this will include Basic First Aid (training will be provided).			
4.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.			
4.4	Participate and contribute to Talent Development and the development of Service Delivery Plans and Operational and Compliance Schedules.			
4.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.			
4.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.			
4.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.			
4.8	Establish constructive relationships and communicate with others (inside and external to the Trust).			
4.9	Organise and support Academy and Trust events as requested.			
4.10	Any other reasonable and appropriate duties as directed by Trust or Academy Senior Staff.			

4.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.
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## Person Specification

### Post: KS2 Teacher

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

		Essential	Method of Assessment
<b>1</b>	<b>Qualifications / Training / Experience</b>		
1.1	Qualified Teacher or NQT Status.	✓	AF, CQ
1.2	Degree.	✓	AF, CQ
1.3	ECTs only, evidence of a successful experience as a pupil during teaching practice, within the primary age range.	✓	AF
1.4	A commitment to future training and development.	✓	AF
<b>2</b>	<b>Teaching and Learning</b>		
2.1	Interest in practical/creative teaching.	✓	I, R
2.2	Knowledge of educational developments.		I
2.3	Experience of delivering high quality teaching in KS2 within a school.	✓	AF, I, R
2.4	The theory and practice of providing effectively for the individual needs of all children and what constitutes quality and high standards in teaching and learning.	✓	
2.5	Ability to organise and supervise the work of pupils so as to ensure that they make good progress.	✓	AF, I, R
2.6	Outstanding classroom management.	✓	AF, I, R
2.7	Experience of using IT in the classroom.	✓	AF, I
2.8	Experience of leading on a subject within school.		AF, I
2.9	Experience of working with children with specific special educational needs or difficulties.		AF, I
<b>3</b>	<b>Personal Qualities</b>		
3.1	Conscientious, honest and reliable.	✓	I, R
3.2	Able to make carefully considered decisions and assess risk.	✓	I, R
3.3	Ability to work on own initiative.	✓	R
3.4	Ability to communicate with a range of adults and pupils.	✓	I, R
3.5	A commitment to self-improvement.	✓	AF, I
3.6	Capacity to motivate, inspire and challenge pupils, self and others.	✓	I, R
3.7	Ability to establish and maintain good relationships with a range of adults and pupils.	✓	I, R
3.8	Inclusive.	✓	AF, I, R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.10	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I
<b>4</b>	<b>Mandatory Requirements</b>		

4.1	A DBS check at an enhanced level must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
4.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or friends.	✓	AF/R
<b>5</b>	<b>Physical Requirements</b>		
5.1	Health and physical capacity for the role.	✓	AF/I/R
5.2	A good attendance record in current employment, (not including absences resulting from disability)	✓	AF/I/R
5.3	Reasonable personal presentation.	✓	AF/I/R
5.4	Willingness and ability to attend appropriate meetings and training.	✓	AF/I/R
5.5	Flexible approach.		AF/I/R

## 6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

6	Effective Behaviours
6.1	<b>Seeing the Big Picture:</b> Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.
6.2	<b>Changing and Improving:</b> Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effect's changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.
6.3	<b>Making Effective Decisions:</b> Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.
6.4	<b>Leadership:</b> Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.
6.5	<b>Communicating and Influencing:</b> Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.
6.6	<b>Working Together:</b> Develop a relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to and all individual needs are taken into account. Ensure it is clear that bullying, harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results.
6.7	<b>Developing Staff and Others:</b> Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members

	and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.
6.8	<b>Managing a Quality Service:</b> Work with pupils/students to understand their needs. Create clear plans and set priorities which meet the needs of both pupils/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.
6.9	<b>Delivering at Pace:</b> Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.

**Key to abbreviations:** **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.