



Person Specification and Job Description for Class Teacher (1-year fixed term contract)

Updated – April 2026

Person Specification

Qualifications and training

- Relevant degree
- Qualified teacher status

Desirable

- Specialism in maths - If you were to teach in UKS2, you would teach maths as a specialism to Year 5 and 6 as part of our teaching model in this section of the school (please do contact us to discuss this further if needed)

The Teacher will have a thorough working knowledge of the Department for Education (DfE) statutory guidance: *The National curriculum in England: Key stages 1 & 2 framework document* (2013), as well as the following:

Job Description

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. This includes target setting reports, summer reports, moving on comments when marking work and verbal feedback on work during lessons
- Differentiation in lesson planning so all pupils are appropriately challenged
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Engaging and stimulating displays which can be used as teaching points and also a celebration of children's work
- Modelling positive behaviour in the classroom and throughout the School
- Communicate effectively and appropriately with parents and other colleagues
- Promote a love of learning and curiosity

Promote excellent progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge

- Use informative assessment and afl from previous lessons to inform planning and adapt where necessary
- Ensure lessons are differentiated and are accessible and tailored to the needs of all learners
- Guide pupils to reflect on the progress they have made and their emerging needs
- Use plenaries
- 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
- Plan work for and manage Teaching Assistants, to promote positive outcomes for pupils
- Monitor progress and refer for Power Ups where necessary

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, Jolly Phonics and letters and sounds
- If teaching early mathematics, demonstrate a clear understanding of systematic early numeracy and maths mastery
- Plan and teach well-structured lessons using the School's planning and reporting proformas
- Impart knowledge and develop understanding through effective use of lesson time
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- 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)
- Use online tools effectively, such as Conquermaths, Atom, Times Table Rock Stars
- To use the interactive whiteboard effectively
- Be able to teach remotely, including the use of e-learning, such as Google Classroom

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable all pupils to make progress
- Have a secure understanding of how a range of factors can inhibit pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with SEND, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support all pupils

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

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
- Maintain detailed behaviour records via CPOMs regularly, with copies of emails sent and including the involvement of the relevant SLT as appropriate

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 pastoral needs
- Ensure the classroom is safe and carry out risk assessments as appropriate

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct, i.e. appearance, discretion, and appropriate use of social media.

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 demonstrating 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, and maintain high standards in their own dress, attendance and punctuality.

General areas of responsibility

- To promote and safeguard the welfare of pupils
- To comply with the School's Safeguarding and Child Protection Policy and ensure any concerns relating to the safety or welfare of children are reported to the DSL
- To keep up to date with the pastoral care policies of the School and remain sufficiently aware of any personal problems of individuals
- To follow all School policies and procedures
- To act consistently, in a calm and supportive manner with colleagues
- To support pupils and colleagues by attending a range of School productions, functions, charity and sports events
- To attend all staff meetings, departmental meetings, open days, briefings, assemblies and study days/INSET, as required
- To undertake other specific duties which may, from time to time, be reasonably requested by the Head
- To carry out supervisory duties, including playground and lunch supervision
- To cover for absent colleagues when required, as organised by the Assistant Head
- To take part in residential visits if necessary and reasonable
- To meet all deadlines for the efficient running of the School (e.g. reports, planning, etc.)
- To report to and assist Governors as required