

JOB DESCRIPTION

School:	West Lynn Primary School part of West Norfolk Academies Trust
Job Title:	Year 1 Class Teacher
Grade:	MPS
Responsible to:	The Executive Head Teacher Executive Deputy Head Senior Leadership Team (SLT) The Governing body
Working With:	Staff Pupils Parents/Carers

How to Apply

This vacancy is open to internal applicants only. To apply, please complete a letter of application which demonstrates your suitability for the role. Please e-mail your letter of application to: recruitment@westnorfolkacademiestrust.co.uk

Please also provide details of two references, to accompany your letter of application. One of these references should be your Headteacher.

Closing Date: 11th May 2021

Purpose of the Job

To provide an effective education to pupils within the framework provided by the Headteacher, the Governing Body, DfE and the Local Authority, paying full regard to all statutory requirements.

Teachers' Standards

A teacher must:

1. 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
- demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- 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.

3. 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
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 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).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and know how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. 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.

7. 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.

8. 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 well-being.

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career.

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 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 in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

Job context and flexibility

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy's financial regulations.

PERSON SPECIFICATION

Qualifications	Essential	Desirable	How assessed
Qualified Teacher Status	✓		Appl
Educated to Degree Level	✓		
Evidence of CPD linked to curriculum development		✓	

Experience	Essential	Desirable	How assessed
A record of successful teaching of Yr 1	✓		Appl
Experience in a number of year groups		✓	
Experience of developing the curriculum		✓	
Experience of effective management of student behaviour	✓		
Experience of working in a team	✓		
Contribution to school beyond the classroom		✓	

Skills, Attributes and Knowledge	Essential	Desirable	How assessed
Ability to form strong working relationships with children	✓		Appl/Int/ref
Ability to gain parental support and co-operation	✓		
Ability to work effectively under pressure	✓		
Ability to prioritise and meet deadlines	✓		
Commitment to continued personal development	✓		
Demonstrate a commitment to equal opportunities	✓		
Setting high expectations to inspire, motivate and challenge	✓		
Ensuring good progress and outcomes by pupils	✓		
Demonstrating good subject, curriculum	✓		
Planning and teaching well-structured, exciting and stimulating lessons	✓		
Adapting teaching to respond to the strengths and needs of all pupils	✓		
Making accurate and productive use of assessment	✓		
Managing behaviour effectively	✓		
Showing awareness of national trends in pedagogy and practice	✓		
Commitment to personal welfare and safeguarding of children	✓		
Evidence of exceptional practice recognised by external and internal sources		✓	
Evidence of exceptional progress made by individuals or groups		✓	
IT literate.	✓		

Personal qualities	Essential	Desirable	How assessed
Positive attitude to work	✓		Appl/Int/Ref
Ambition for self and others	✓		
Genuine concern for others	✓		
Decisive, determined and self-confident	✓		
Integrity, trustworthy, honest and open	✓		
Accessible and approachable	✓		
Excellent interpersonal skills	✓		

Appl = Application form

Int = Interview

Ref = Reference