

**Post:** Class teacher with teaching and learning responsibility

**Responsible to:** Headteacher and members of the SLT

**Main purpose of the post:**

To contribute to the provision of high quality Learning and Teaching at the school, ensuring maximum success for all. To be a role model for the school community and raise levels of pupil achievement. To be actively involved in the setting up of Yavneh Primary School

**Specific duties:**

<b>General</b>
Work closely with members of the SLT to ensure that the visions and ethos for Yavneh Primary School are effective and pertinent to all aspects of school life
Be an outstanding practitioner and carry out the functions of a teacher in accordance with the Teacher Standards and the stated aims and objectives of the Yavneh Primary School
To establish good relationships, encourage good working practices
To support and promote the Jewish ethos of the school
Support and help develop the schools policies, and actively promote high levels of achievement in the early years foundation stage
To develop children to and above national standards
<b>Main purpose and Duties TLR role</b>
Take specific responsibility and accountability for the day to day management and organisation of your TLR responsibility area. This may include leading a phase within the school, leading a specific subject or both
Be an excellent classroom practitioner
Have an impact on educational progress beyond your assigned pupils
Line manage and appraise identified staff
Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher, deputy and assistant Headteachers
Plan and deliver a child centred creative and stimulating curriculum
To teach classes, groups or individual groups as assigned by the Phase Leader or a member of the SLT
To ensure a close match between the learning experiences offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability
Work with the colleagues in developing an engaging curriculum
To maintain an attractive and stimulating classroom environment and contribute to making the whole school environment stimulating
Ensure all pupils are able to learn and achieve to the best of their various abilities
Ensure the requirements for the key stage, including the arrangement of assessment, are met
To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy
Work in partnership with the leadership team to monitor the success of the teaching of the curriculum and manage areas for improvement
Organise opportunities for pupils in the key stage which are appropriate to the curriculum
Share and model outstanding practice
To maintain good order and discipline among pupils and safeguard their health and safety
Line manage support staff effectively

<b>Leadership and Management</b>
Support and implement the vision and ethos of the school
Contribute to, implement and evaluate the success of School Development Plan relevant to your TLR area
Ensure that the work of the team/whole school (as relevant) is inclusive and issues are addressed in curriculum and/or pastoral management
Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
Together with SLT, lead on the school self-evaluation process for your TLR area including lesson observations, monitoring of school standards and bringing about improvement
As appropriate contribute to the writing of self-evaluation and policy documents
Manage effectively the transition of pupils to and from your phase and within it
Promote cross curricular approaches to teaching and learning
Be a proactive and effective member of the senior/middle leadership team
Be an effective role model for your team in terms of teaching, behaviour and classroom management
Lead a core subject/phase/school priority across the whole school
Have overall responsibility and accountability for your TLR area ensuring curriculum continuity, consistency, balance, match and progression
Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area
Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium term planning
Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility
Manage, monitor and accurately account for any budget for your area
Evaluate, organise and monitor the use of resources
Ensure your keep up to date with current developments in your TLR area and disseminate information as appropriate
<b>Communication</b>
Develop and maintain effective relationships with parents, colleagues, the governing body and the local community
Develop and maintain links with support services
Actively communicate with the local community for opportunities to extend the curriculum and enhance teaching and learning in all key stages
Ensure parents are well-informed about the curriculum as well as their child's progress and targets
Provide necessary information to the governing body to ensure it meets its responsibilities
Liaise with other colleagues to ensure a smooth transition for all pupils at the end of each key stage
<b>Additional duties</b>
Coordinate and take a lead role in a curriculum subject area
Promote and safeguard the welfare of all pupils
Ensure a high standard of care for pupils is consistently maintained
Promote healthy eating and support and encourage pupils at lunchtime
Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters

To make appropriate educational provision for children with SEND and those learning EAL, with support from the SENDCo.

You are required to perform any such tasks or duties that may be reasonably assigned to you by the Headteacher to ensure the smooth running of the school

**Note:** This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school.

Please email completed applications to: [admin@yavnehprimary.org](mailto:admin@yavnehprimary.org)

**Closing date for applications: 12.30 pm on 18<sup>th</sup> January 2019**

**Interviews: Week beginning 28<sup>th</sup> January 2019**

## Person Specification

Essential	Desirable
<p><i>Qualifications</i></p> <ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Experience of Lower Key Stage 2/ Key Stage 1 / EYFS</li> </ul>	<ul style="list-style-type: none"> <li>• Training relevant to EYFS / Key Stage 1/ Key Stage 2</li> <li>• Further qualifications and/or studies relevant to the primary age range.</li> <li>• First Aid Training</li> <li>• Knowledge and experience of personalised</li> </ul>
<p><i>Experience</i></p> <ul style="list-style-type: none"> <li>• Teaching experience in Lower Key Stage 2/ Key Stage 1 / EYFS classroom practitioner.</li> <li>• Ability to provide a stimulating and challenging classroom environment for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom experience in the Foundation Stage, Lower Key Stage 2 or Key Stage 1</li> <li>• Experience of working with and supervising other adult support within the classroom. (teaching assistants, parent helpers, students)</li> </ul>
<p><i>Specialist Knowledge</i></p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding of a broad, balanced and relevant curriculum.</li> <li>• A secure understanding of the processes by which children learn.</li> <li>• Ability to differentiate the curriculum to meet the needs of all achievers.</li> <li>• Competent in the use of ICT across the curriculum especially in the relation to the use of Whiteboard Technology.</li> <li>• Understanding and use of assessment to inform future learning and teaching.</li> <li>• Competent in the use of observational assessment to inform further learning.</li> <li>• A willingness to work on one or more curriculum areas.</li> <li>• The promotion of good behaviour through self-discipline.</li> <li>• To be able to work creatively and sensitively with children</li> </ul>	<ul style="list-style-type: none"> <li>• A well-developed knowledge of a particular curriculum or specialist area. IT would be a strength.</li> <li>• An understanding of a whole school approach to improvement and raising standards.</li> <li>• Effective use of ICT to support planning and assessment.</li> <li>• Familiarity with the SEND Code of Practice.</li> <li>• Familiarity with the delivery of Read, Write, Inc</li> <li>• Experience of leading a subject of phase within the school</li> </ul>
<p><i>Personal Qualities</i></p> <ul style="list-style-type: none"> <li>• A highly professional approach to their work</li> <li>• Great energy, enthusiasm and hope</li> <li>• A team player</li> <li>• A real drive to make things happen</li> <li>• A passionate desire to make a difference</li> </ul>	<ul style="list-style-type: none"> <li>• The desire for further career progression</li> </ul>