



Co-op Academy  
Smithies Moor

## JOB DESCRIPTION

Job Title: Class Teacher

Salary: MPS

Accountable to: Head Teacher

Line Manager: Key Stage Leader

### Introductory Statement

The responsibilities and professional duties of the post are to be performed in accordance with the provisions of the most recent version of the Teachers' Standards.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents, colleagues and external agencies in the best interests of their pupils.

### Purpose of the Role

To ensure all pupils achieve high standards of learning and well-being.

### Main Duties

Set high expectations which inspire, motivate and challenge pupils by:

- Establishing a safe and stimulating environment for pupils, rooted in mutual respect.
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Leading by example and demonstrating consistently the positive attitudes, values and behaviours, which are expected of all pupils in line with the ethos and values of the school.

Promote good progress and outcomes for pupils by:

- Being accountable for pupils' attainment, progress and outcomes.
- Planning teaching to build on pupils' capabilities and prior knowledge.
- Guiding pupils to reflect on the progress they have made and their emerging needs.
- Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encouraging pupils to be active learners and take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by:

- Having a secure knowledge of all curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misconceptions.
- Demonstrating a critical understanding of developments in curriculum areas, and promoting the value of learning and scholarship.
- Demonstrating an understanding of, and take responsibility for, promoting high standards of literacy, oracy and the correct use of Standard English, regardless of the teacher's specialist subject.
- Demonstrating a clear understanding of the teaching of reading and writing, including the KS2 grammar rules and end of year expectations.
- Demonstrating a clear understanding of the teaching of mathematics and end of year expectations.

Plan and teach well-structured lessons:

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and foster children's intellectual curiosity.
- Set and assess homework, where appropriate.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the review, design and provision of an engaging curriculum.

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

- Knowing when, and how, to differentiate appropriately, using approaches that enable pupils to be taught effectively.
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrating 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.
- Making effective use of resources, including the deployment of other adults, to impact positively on pupil learning and progress.
- Having a clear understanding of the needs of all pupils, including: those with special educational needs; those of higher 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 on their learning journey.

Make accurate and productive use of assessment by:

- Undertaking formative, summative and statutory assessments in line with the Academy's policy and assessment calendar.
- Making use of formative and summative assessment to plan for and secure pupils' progress.
- Using data to monitor progress, set targets, and plan subsequent lessons.
- Giving pupils regular and timely feedback, both verbally and at times deeper marking, where appropriate.
- Preparing and presenting written and verbal reports for parents and carers, senior leaders and subject leaders.

Manage behaviour and resources effectively to ensure a good and safe learning environment by:

- Having clear rules and routines for behaviour in classrooms, and take responsibility for

promoting and modelling, good and courteous behaviour both in classrooms, around school and when learning in an environment off-site, in line with the Academy's behaviour policy.

- Having high expectations of behaviour adopting a wide range of strategies, (including praise, sanctions and rewards), consistently and fairly all the while taking into account the needs of the individual pupils as well as the collective class.
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Building and maintaining good relationships with pupils throughout the academy.
- Ensuring the learning environment is kept well-ordered and presented, tidy and free from hazards.

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the Academy and the Trust.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploying support staff and other adults in a support role effectively.
- Liaising with external agencies with regard to pupil progress, safety and welfare.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Working with other staff across the Trust and in other maintained schools.
- Communicating effectively with parents with regard to pupils' achievements and wellbeing.
- Co-leading on the development of a curriculum area throughout the academy.

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 the Academy, 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' wellbeing, 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; and
- 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 Academy and the Trust, 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; and within the policies,

handbooks and guidelines of the academy and of the Trust.

#### General

- The post holder will be expected to actively support the work and values of the Coop Academies Trust;
- Be expected to undertake such additional duties as may reasonably be requested by the Head Teacher or their representative;
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust.
- Comply with the requirements of all policies, procedures and handbooks of the Trust and the academy;
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities;
- Comply with and support all requirements related to equal opportunities and safeguarding children.

As part of your wider duties and responsibilities you are required to promote and actively support the academy's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.



Co-op Academy  
Smithies Moor

## Personnel Specification

Job Title: Class teacher

Knowledge, experience and skills		
	Essential (E) or Desirable (D)	How identified
Experience		
Recent experience of teaching in Key Stage 2	E	APP/SP/Ref
Recent experience of teaching in Upper Key Stage 2	D	APP/SP/Ref
Ability to and evidence of raising attainment of all pupils	E	APP/SP/Ref
Ability to reflect on practice and improve teaching methods to increase pupils achievements	E	APP/SP/Ref
Ability to continually improve teaching and learning through schemes of work, assessment and extra-curricular activities etc.	E	APP/SP/Ref
Knowledge		
Up to date secure knowledge of all primary curriculum areas	E	APP/SP
Clear understanding of the teaching of reading and writing, including the KS2 grammar rules and of year expectations	D	APP/SP
Clear understanding of the teaching of mathematics and end of year expectations.	E	APP/SP
Ability to use strategies needed to establish consistently high aspirations and standards of outcomes and behaviours	E	APP/SP
Skills		
Able to play a full and active role in a team	E	APP/SP/Ref
Clear understanding of expectations, accountabilities and consistency	E	APP/SP
Motivated to continually improve standards and achieve excellence	E	APP/SP/Ref
Commitment to safeguarding and welfare of all pupils	E	APP/SP/Ref
Excellent classroom practitioner	E	APP/SP/Ref

Effective and systematic behaviour management, with clear boundaries, sanctions, praise and reward	E	APP/SP/Ref
Excellent communication, planning and organisational skills	E	APP/SP/Ref
Fulfil wider professional responsibilities		
Understand when and how to seek advice and support	E	APP/SP
Able to develop and maintain good relationships with staff, parents, pupils, governors and the wider community	E	APP/SP/Ref
Committed to own professional development	E	APP/SP
Able to reflect on own practice and identify areas for improvement	E	APP/SP/Ref
Qualifications and training		
Qualified Teacher Status (Primary) or other educational qualification	E	APP/SP
Qualified to degree level or above	E	APP/SP
Evidence of further professional development	D	APP/SP
Personal qualities and attributes		
Moral purpose (equality, children and adults treated with respect)	E	SP/Ref
Excellent communicator (listening, putting message across)	E	SP/Ref
Child centred	E	SP/Ref
Resilient	E	SP/Ref
Integrity	E	SP/Ref
Enjoys challenge	E	SP/Ref
Works to deadlines	E	SP/Ref
Enthusiastic and optimistic	E	SP/Ref

Key APP – Application Form SP – Selection process Ref - Reference

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.