



## CLOVER HILL PRIMARY SCHOOL

**Post Title: Class Teacher (maternity cover)**

**Responsible to: SLT**

**Job Purpose:** To further the aims of the school and support the Headteachers in ensuring the vision of the school is communicated, clarified and made tangible to everyone

### **Main Responsibilities:**

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level will be required from time to time.

### **Core Standards: Professional Attributes**

#### **Relationships with children and young people**

- Have high expectations of children. Hold positive values and attitudes and adopt high standards of behaviour.

#### **Frameworks**

- Maintain an up-to date knowledge and understanding of the statutory framework within which they work.

#### **Communicating and working with others**

- Communicate effectively with children, colleagues, parents and carers. Convey timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and cooperative working.

#### **Personal professional development**

- Evaluate their performance and be committed to improving their practice through appropriate professional development. Have a creative and constructively critical approach towards innovation. Act upon advice and feedback.

### **Core Standards: Professional Knowledge and Understanding**

#### **Teaching and Learning**

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies.

#### **Assessment and Monitoring**

- Know the assessment requirements and arrangements for all subjects.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

#### **Subjects and Curriculum**

- Have a secure knowledge and understanding of their subjects, including the contribution that their subjects can make to school improvement.
- Know and understand the relevant frameworks for their subjects and other relevant initiatives.
- Initiate, participate and contribute to school based in-service training
- Keep abreast of both national and local initiatives

#### **Literacy, Numeracy and ICT**

- Know how to use skills in English, Maths and Computing to support their teaching and wider professional activities.

### **Achievement and Adversity**

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalized provision for those they teach, including those for whom English is an additional language or who have SEN and how to take practical account of diversity and promote equality and inclusion in their teaching.

### **Health and Wellbeing**

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children whose progress, development or well being is affected by difficulties in their personal circumstances.

## **Core Standards: Professional Skills**

### **Planning**

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their English, Maths and thinking skills appropriate within their phase and context.

### **Teaching**

Teach challenging, well organised lessons which are engaging and motivational. Lessons that are designed to raise levels of attainment:

- use an appropriate range of teaching strategies and resources
- build on prior knowledge
- develop concepts and processes which enable learners to apply their new knowledge, understanding and skills.

### **Assessing, monitoring and giving feedback**

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners progress and levels of attainment.
- Provide learners, parents and carers with accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress that they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

### **Reviewing teaching and learning**

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary

### **Learning Environment**

- Establish a purposeful and safe learning environment

### **Team working and collaboration**

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfill.