



**JOB DESCRIPTION and PERSON SPECIFICATION**

**Hull Collaborative  
Academy Trust**

**POSITION NO:**

**SECTION:** Dorchester  
Primary School

**GRADE:** MPS

**JOB TITLE:** Class  
Teacher

**DATE PREPARED:** 05.11.19

**Job Holder:**

**Reporting to:** Headteacher and  
Governing Body

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, their age, gender, ethnicity, sexual orientation, disability or religion) and assists in ensuring equal access to services and employment opportunities for everyone.

**PURPOSE:**

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers’ Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

**PRINCIPAL ACCOUNTABILITIES:**

<b>Teaching and Managing Pupil Learning</b>	
1	Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
2.	Use teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
3.	Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
<b>Planning and Setting Expectations/Pupil Achievement</b>	
4.	Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
10.	Set appropriate and demanding expectations for pupils’ learning and motivation. Set clear targets for pupils' learning, building on prior attainment.

11.	Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
	<b>Assessment and Evaluation</b>
12.	Assess how well learning objectives have been achieved and use this assessment for future teaching.
13.	Mark and monitor pupils' class and homework, where given, providing constructive oral and written feedback, setting targets for pupils' progress.
14.	When applicable, understand the demands expected of pupils in relation to the National Curriculum.
	<b>Relationships with Parents and the Wider Community</b>
15.	Prepare and present informative reports to parents.
16.	Provide opportunities to develop pupils' understanding by relating their learning to real examples, recognising that learning takes place outside the school context.
17.	Liaise with agencies responsible for pupils' welfare.
	<b>Manage own Performance and Development</b>
18.	Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
19.	Share corporate responsibility the implementation of school policies and practices.
20.	Set a good example to the pupils they teach in their presentation and their personal conduct.
21.	Evaluate their own teaching critically and use this to improve their effectiveness.
	<b>Managing and Developing Staff and Other Adults</b>
22.	Establish effective working relationships with professional colleagues including, where applicable, associate staff.
	<b>Managing Resources</b>
23.	Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.

The Health & Safety at Work Act (1974) and other associated legislation places responsibilities for Health & Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the health, safety and welfare of him/herself and other employees in accordance with legislation and the Trust's Health and Safety Policy.

The post-holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school.

Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable, then job redesign will be given full consideration.

**DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Responsibility for Staff:** Teaching Assistants/Achievement Support Assistants and other adults working within their Key Stage.

**2. Responsibility for Customers/Clients:** For the pupils in their care.

**3. Responsibility for Budgets:** Curriculum budget area if applicable.

**4. Responsibility for Physical Resources:** The postholder is responsible, along with all other staff, to safeguard and protect the school’s resources to the best of their ability and not to misuse or misplace school property.

**WORKING RELATIONSHIPS:**

**All sections should be completed – if there aren’t any state ‘none’**

**1. Within School:**

All school staff, pupils, parents, governors, the community.

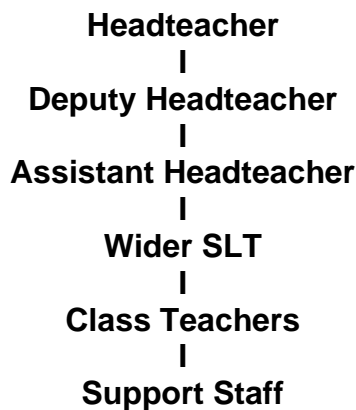
**2. Within HCAT**

Other school based staff.

**3. With External Bodies to the Trust**

Educational support staff, educational support services, and educational establishments, Hull City Council, other public services and community representatives.

**ORGANISATION CHART:**



	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over		X					

and above that normally incurred in a day to day office environment).							
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		X					
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			X				

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p><b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b></p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>				
<b>1.</b>	<b>Qualifications:</b>			
	Degree	X		AF/CQ
	Qualified Teacher Status	X		AF/CQ
	Other relevant work-related qualifications		X	AF/CQ
	First Aid		X	AF/CQ
	Safeguarding Level 1		X	AF/CQ
<b>2.</b>	<b>Relevant Experience:</b>			
	Experience of working in a primary school with the relevant age range.	X		AF/R
	Experience of teaching whole classes.	X		AF/R
	Experience of liaising with pupils, staff and external stakeholders.		X	AF/R
	Experience of teaching pupils with Special Educational Needs.		X	AF/R/I
	Experience of planning sequences of lessons to enable effective learning to take place.		X	AF/R/I
	Experience of adapting the curriculum to meet children's needs	X		AF/R/I
<b>3.</b>	<b>Skills and Attitudes</b>			
	The capacity to develop innovative and inspirational teaching strategies, planning and delivering the highest quality lessons generating high levels of engagement for all	X		AF/R/I
	The ability to skilfully assess pupil's understanding.	X		R/I
	Ability to give effective and constructive feedback to ensure pupils make rapid gains.	X		I
	Additional skills such as music, sport, modern foreign languages etc. that contribute to the expertise within the Trust.		X	AF/I
	A willingness to self-reflect on their own practice and strive to constantly improve it.		X	R/I
	The ability to create a highly positive climate for learning.	X		R/I
	Can use ICT effectively to support learning.	X		R/I

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	Full working knowledge of relevant policies/codes of practice/legislation.		X	R/I
	Excellent classroom management skills including behaviour management.	X		R/I
<b>4.</b>	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	X		R/I
	A good working knowledge of the demands of the national curriculum and how to tailor this to the needs of the pupils.	X		AF/I
	The capacity to develop an excellent understanding of the craft of teaching based on great pedagogy including the teaching of reading and maths.	X		AF/I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	First class communication skills both verbally and written.	X		AF/I
	Being a good role model of spoken English.	X		I
	The ability to establish strong, effective professional relationships with all stakeholders. In particular pupils, parents and colleagues.	X		AF/R
	The ability to work professionally alongside a range of partners and outside agencies at a variety of levels.	X		R/I
	<b>Written Skills</b>			
	Excellent written skills	X		R/I
<b>6.</b>	<b>Other:</b>			
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	X		AF,R,I
<p><b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b></p>				
<b>7.</b>	<b>Additional Requirements:</b>			
	None		N/A	
<b>8.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	X		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
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	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)