



Role Profile

All teachers will fulfil the duties and requirements set out in part 7 of the School Teachers' Pay and Conditions Document, Contractual framework for teachers, and the Annex on Teachers' Standards.

Knowledge and Understanding

1. To understand the purposes, structure and balance of the National Curriculum and its requirements and have a good general knowledge and understanding of the Primary Strategy.
2. To understand how children's learning is affected by their physical, emotional, intellectual and social development.
3. To have a sound knowledge of Keeping Children Safe in Education and safeguarding procedures
4. To have knowledge of effective ways of working with parents and carers.
5. To understand the roles and responsibilities of other agencies with responsibility for the care of young children.
6. To have good subject knowledge and keep abreast of national and local developments.

Planning, Teaching and Class Management

1. To promote the school's aims, objective and policies and secure a commitment for high expectations for learning and the raising of achievement.
2. To contribute to the ethos of the school by helping children to develop a sense of self worth and self-discipline.
3. To establish an environment in which children feel secure and confident.
4. To plan to ensure coverage of the National Curriculum and progression in children's learning through:
 - long, medium and short-term planning
 - clear teaching objectives and content, appropriate to the subject, children's needs and interests
 - specifying how these will be taught and assessed
5. To incorporate cross-curricular skills and themes in teaching wherever appropriate including links with ICT.
6. To set clear targets for children's learning and use assessment information to inform all aspects of planning.
7. To develop systems for monitoring and recording progress made by pupils towards the achievement of targets set.
8. To identify and plan for any child who may have particular needs (SEN, EAL, G&T) and know where to get help, if needed.
9. To be familiar with the Code of Practice on the identification and assessment of special educational needs and draw up and maintain I.E.P.s.
10. To use a range of teaching strategies and methods of classroom organisation, which sustain children's motivation and enthusiasm, including the setting of appropriate homework.
11. To identify and develop study skills to support pupils in their ability to work independently and learn more effectively.
12. To manage the work of other adults in the classroom to enhance the learning opportunities for the children.
13. To be familiar with relevant health and safety requirements.

Monitoring, Assessment, Recording, Reporting and Accountability

1. To assess how well learning objectives have been achieved and use this knowledge to improve specific aspects of teaching and learning.
2. To monitor children's learning and give regular written and verbal feedback.
3. To use different kinds of assessment as appropriate to:
 - assess and record each child's progress systematically
 - to monitor strengths and weaknesses
 - inform planning
 - ensure children make progress towards agreed targets
4. To ensure you are familiar with the statutory assessment and reporting requirements and prepare and present informative reports to parents.
5. To understand and know how a variety of data can be used to set targets for individual, or a group of, children.

Other Professional Requirements

1. To ensure you have a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions Act 1991 and your legal liabilities and responsibilities according to the Race Relations Act, the Sex Discrimination Act, the Health and Safety Act, your duty to ensure children's welfare and safety on and off school premises if appropriate, your role in protecting children from abuse and appropriate physical contact (including restraint).
2. To establish effective working relationships with colleagues.
3. To set a good example, through your personal and professional conduct, to the children you teach.
4. To take responsibility for your own continuous professional development.
5. To follow all school policies and practices.
6. To communicate and liaise effectively with children, parents, governors and outside agencies.
7. To be aware of the role and purpose of school governing bodies.
8. To take part in curriculum development as part of a team and as an individual.
9. To be responsible for a particular aspect of the curriculum.
10. To contribute towards the identification of resource needs.
11. To participate in the development of school policies, curriculum plans, etc. and to implement those in your own practice.

Heathland Whitefriars Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Person Specification

Essential	Desirable
<p>Qualifications:</p> <p>Recognised teaching qualification</p>	<p>Additional relevant qualifications</p>
<p>Experience:</p> <p>Experience of working as part of a team</p> <p>Successful experience of teaching in a primary school</p> <p>Experience of effective assessment, tracking and target system systems</p>	<p>Experience of working in partnership with children and families with diverse needs</p> <p>Experience of working collaboratively with a range of professionals</p>
<p>Professional Development:</p> <p>Knowledge of the primary curriculum - including the National Curriculum</p> <p>Ability to employ a range of teaching strategies appropriate to differing starting points and needs</p> <p>Ability to use a variety of methods of classroom organisation</p> <p>Ability to evaluate and record pupil performance with reference to the requirements of the National Curriculum with regard to assessment in the appropriate Key Stages</p> <p>Ability to incorporate cross-curricular skills, themes and dimensions in teaching</p> <p>Ability to communicate effectively both orally and in writing with a wide variety of audiences</p> <p>Ability to employ a range of classroom management skills</p> <p>Ability to plan and evaluate effectively</p>	<p>Track record of effective training</p>

<p>Knowledge of safeguarding matters</p> <p>Excellent ICT skills</p> <p>Well aware of current national and local educational initiatives</p>	
<p>Personal qualities:</p> <p>Kind</p> <p>Ability to build excellent relationships with pupils, parents and staff</p> <p>Ambitious to take leadership responsibilities</p> <p>Confidence, warmth, sensitivity, maturity, and enthusiasm</p> <p>Hardworking, smart and reliable role model</p> <p>Resilient, diligent and persistent when problem solving</p> <p>Very well organised</p> <p>Good interpersonal skills</p> <p>Capacity to manage own workload</p> <p>Flexible and creative during times of change</p> <p>A commitment to parental, community and governing body partnership</p>	
<p>Equal opportunities:</p> <p>Commitment to equality of educational opportunity for all children, irrespective of gender, starting points and ethnic origin</p>	