



DUNNINGTON CE PRIMARY SCHOOL - JOB DESCRIPTION

Post Holder:

Job Title: KS1 Class Teacher and L Key Stage Two Phase Leader

Salary Grade: Main Scale 1- UPR1(max) + TLR2a currently £2667 per annum pro rata

Responsible to: the Head Teacher

Professional duties:

You are required to carry out the duties of a schoolteacher in accordance with the provisions of the current School Teachers Pay and Conditions Document and the Standards for Teachers September 2017.

Phase Leader Responsibilities (TLR2a):

Responsibility for leading and managing the teaching and learning within a specific phase of educational provision

Leadership time will be provided to support phase leaders in fulfilling the following duties. For 2017/18 this has been set as 4 x ½ day per term.

Key Responsibilities	Key Outcomes
Provide high quality teaching and learning within own classroom to act as an exemplar to other staff	School, class and individual academic and curricular targets are met.
Lead, develop and enhance the teaching practice of other staff within a specific phase.	There is consistency in the quality of provision across all classes within the phase. Classroom practices are in line with school policy.
Assist the headteacher and other senior staff in carrying out the process of performance management with regard to the teaching and support staff.	Robust performance management procedures informing the school improvement plan and school self-evaluation procedures
To be accountable for leading, managing and promoting individual pupil development and well-being across the curriculum	Pupils meet their individual targets. High quality support for all pupils is established within the phase.
Focus on ensuring effective educational provision for all pupils within the phase	A broad and balanced curriculum is provided to meet the needs of each cohort.
Ensure consistency and continuity between phases.	Effective communication is established between phase leaders, pre-school settings and secondary schools, as appropriate. There is continuity of curriculum provision throughout the school.

	Transition between settings, classes and phases is managed smoothly and effectively.
Attend regular meetings of the senior leadership team and report on developments within the specified phase.	The senior leadership team is kept informed of strengths and areas for development within each phase.
Make a substantial contribution to school improvement planning and related self-evaluation	The school improvement plan reflects the needs of the pupils and staff within each phase of education
Take a proactive role in ensuring communication with parents is effective and in line with general school policy.	Parents are clearly informed of the curriculum, events and practices in each phase of educational provision.
To co-ordinate the analysis of data in their specified phase.	Data analysis is used to inform future teaching and identify training needs within a phase.
To co-ordinate appropriate intervention groups	Support opportunities are maximised for pupils within a phase. High quality support for all pupils within a phase is established. Impact of intervention is measured.
To liaise with subject co-ordinators regarding the provision of educational resources for all curricular areas	The curriculum is well resourced.
Where appropriate monitor and control the phase budget in collaboration with subject co-ordinators.	Joint spending bids produced by phase leaders and subject co-ordinators. Monies spent efficiently and effectively in support of the school improvement plan. Expenditure evaluated in terms of curriculum impact.
Maintain discipline within the specified phase in line with school behaviour policy.	Classes within the phase have a calm, orderly work ethic.
Support the headteacher by assuming responsibility for aspects of leadership and management of the school for short periods of time.	Each phase leader will take turns to be the nominated person in charge during short periods of headteacher absence as part of their own professional development.
Complete specific strategic leadership tasks as delegated by the headteacher.	Opportunities will be provided for each phase leader to gain insight into and first-hand experience of the role of strategic whole-school leadership as part of their professional development.

Classroom responsibilities:

- To take responsibility for the education and welfare of a class of KS1 children and to work with groups of children from other classes by arrangement with the Head Teacher.

- To work within the curriculum policies of the school, having due regard to the requirements of the National Curriculum, the school's aims and objectives, and any policies of the Governing Body.
- To prepare material, plan work and set up learning situations which are appropriate to the needs of individual children; setting, and aiming to achieve, the highest possible standards for each child.
- To prepare a detailed termly forecast of work and to have this available from the first week of each term.
- To keep detailed weekly/daily teaching plans of class activities and children's learning experiences which are presented to the head teacher on request.
- To assess, record and report on the development, progress and attainment of children in accordance with the school policy.
- To identify children with Special Educational Needs and inform the SENCO.
- To identify able, gifted and talented children and inform the AGT coordinator.
- To provide a stimulating well-ordered learning environment.
- To be responsible for the pastoral care, discipline and guidance of children in your class.
- To meet parents and discuss the educational needs and progress of their children. Teachers should make themselves available at least once every fortnight for this.
- To organise and take part in educational visits for pupils.
- To make opportunities for involving the children in the life of the community surrounding the school.

Curriculum responsibilities:

- To manage and administer the co-ordination of the following areas throughout the school: Mathematics
- To review and develop curriculum policies in the above subject(s)
- To monitor and evaluate the quality of planning in the subject(s) by other teachers
- To observe teaching in the subject(s) in order to evaluate strengths and areas for further development, or the impact of school improvement work

- To evaluate relevant assessment information for individuals, groups or cohorts
- To suggest issues in the subject(s) for further development
- To review and co-ordinate the usage of resources in the subject(s)
- To provide advice and support for new staff in the subject(s)
- To report on progress, achievement and standards in the subject(s) to staff, governors or parents
- To arrange and promote relevant subject activities to promote pupils' enthusiasm and interest
- To keep up to date with current thought and practice by participating in further training and professional development.

General responsibilities:

- To be aware of the building and surroundings, helping to keep a safe, tidy and attractive environment.
- To attend staff meetings relating to the curriculum, administration or organisation of the school and thus support and help colleagues.
- To supervise, within reason, a group of children whose teacher is absent.
- To attend assemblies led by visitors to the school and lead assemblies on an agreed rota with other teachers,
- To share in the corporate responsibility for the well- being and discipline of all pupils.

Arrangements for Review

This job description will be reviewed jointly by the head teacher and the post-holder at least once in each academic year and may be reviewed on other occasions by the agreement of both parties.

Signed Head teacher

Date

Signed Post Holder

Date