



Hurst Drive Primary School

Headteacher: Mr D Short

Tel: 01992 624099

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Hurst Drive Primary School – Class teacher – Job Description

1. Introduction

Hurst Drive Primary School is a two-form entry school situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. Placed in extensive grounds, including a very large field, pond and woodland area, the school serves a diverse local community with children who are kind, polite and a pleasure to teach.

Vision Statement

At Hurst Drive Primary School, our vision is 'Success for all'.

On our journey to achieving success for all, Hurst Drive Primary School will involve everyone in maintaining high expectations to create an outstanding teaching and learning environment, where the curriculum extends beyond the classroom, and all learning opportunities prepare children for the ever-changing world.

2. Title and Grade of Post

Post Title: Class Teacher

Pay Scale: Main Professional Scale / Upper Pay Range + Fringe

3. Purpose of the Job

To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the head teacher in a courteous, helpful and positive manner.

4. Employment Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school or on-line.

5. Relationships

The post holder is responsible to the head teacher for his/her teaching duties and responsibilities.

The post holder may be responsible for the supervision of the work of support staff relevant to his/her responsibilities.



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6. Particular Responsibilities

The particular responsibilities attached to the post of class teacher are as follows:

- (a) to teach, in accordance with the Teachers' Standards, pupils assigned to him/her;
- (b) to be committed to safeguarding and promoting the welfare of children and young people, adhering to school policy and government guidance;
- (c) to maintain and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of support staff relevant to the allocated class;
- (d) to promote an environment that is conducive to learning, maintaining good order and discipline in accordance with the rules and disciplinary systems of the school and the Teachers' Standards;
- (e) to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school – particularly its ethos, vision and aims;
- (f) to participate fully in arrangements made for the review and development of the individual's performance as a class teacher in accordance with school policy and procedure;
- (g) to lead a subject as per the needs of the school; and
- (h) to promote equal opportunities within the school and to seek to ensure the implementation of the school's equality policy.

7. Key Tasks

The key tasks attached to the post of class teacher are as follows:

- (a) to plan, prepare and assess pupils' learning and progress in accordance with arrangements agreed within the school and in line with the Teachers' Standards;
- (b) to monitor and report to key stakeholders (e.g. parents/carers) on the attainment and progress of pupils in the allocated class as well as the attainment and progress of pupils in any subject that he/she leads; and,
- (c) to mark class attendance registers.

Person Specification – Class Teacher

Essential	Desirable	Evidence
<ul style="list-style-type: none"> • Qualified teacher status (QTS) 	<ul style="list-style-type: none"> • Evidence of appropriate professional development (e.g. NPQML) 	<ul style="list-style-type: none"> • Application • Certificate/s
<ul style="list-style-type: none"> • Committed to maintaining high expectations in all aspects of their work 		<ul style="list-style-type: none"> • Application • Interview • References
<ul style="list-style-type: none"> • Enthusiastic with an engaging personality and teaching style (i.e. to inspire pupils to learn, to build supportive relationships etc.) 		<ul style="list-style-type: none"> • Application • Interview (i.e. lesson observation) • References
<ul style="list-style-type: none"> • Excellent standard of written English 		<ul style="list-style-type: none"> • Application
<ul style="list-style-type: none"> • Approachable with good teamwork skills (i.e. helping colleagues, children and parents/carers alike to ensure best possible outcomes for pupils) 		<ul style="list-style-type: none"> • Application • Interview • References
<ul style="list-style-type: none"> • Punctual and organised (i.e. able to prioritise tasks, manage own time effectively etc.) 		<ul style="list-style-type: none"> • Application • Interview • References
<ul style="list-style-type: none"> • Resilient and resourceful, always looking for ways to solve problems and pre-empt those which might occur 		<ul style="list-style-type: none"> • Application • Interview • References
<ul style="list-style-type: none"> • Ability to maintain confidentiality 		<ul style="list-style-type: none"> • Interview • References

<ul style="list-style-type: none"> • Hobbies and interests to broaden the curriculum (e.g. sports, the arts etc.) 		<ul style="list-style-type: none"> • Application • Interview
<ul style="list-style-type: none"> • Experience of teaching in key stage 1 or 2 	<ul style="list-style-type: none"> • At least 2 years teaching experience • Experience of administering end of key stage 1 or 2 assessments • Subject leadership in one or more subjects 	<ul style="list-style-type: none"> • Application • Interview • References
<ul style="list-style-type: none"> • A secure understanding of the National Curriculum 	<ul style="list-style-type: none"> • Knowledge of special educational needs and disabilities, including how to support pupils with particular SEND in the classroom • Knowledge of the Statutory Framework for the Early Years Foundation Stage 	<ul style="list-style-type: none"> • Application • Interview (i.e. lesson observation)
<ul style="list-style-type: none"> • Knowledge of what constitutes high-quality teaching and learning (e.g. formative assessment) 		<ul style="list-style-type: none"> • Application • Interview (i.e. lesson observation)
<ul style="list-style-type: none"> • A breadth of knowledge regarding managing pupils' behaviour and promoting effective behaviour for learning 		<ul style="list-style-type: none"> • Application • Interview (i.e. lesson observation)
<ul style="list-style-type: none"> • Secure knowledge of Part 1 of 'Keeping Children Safe in Education: for schools and colleges' including what staff should do to support the welfare of children and young people 		<ul style="list-style-type: none"> • Application • Interview