**Teacher – Zaytouna Primary School  
Job Description**

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| **Reporting to** | **Headteacher** |
| **Accountable for** | The provision of a complete and comprehensive learning experience and support for pupils in accordance with the professional duties and responsibilities of a teacher |
| **Salary Range** | Main Pay Scale |

**POSITION:**

Zaytouna Primary has worked hard over the last couple of years and is now well on its way to Good. It is an inclusive school with an Islamic ethos; as such, we welcome suitably qualified applicants from all religious and cultural backgrounds.

This role with deliver comprehensive teaching of the Key Stage 1 and Key Stage 2 curriculum to ensure the school achieves excellence and all children fulfil their potential.

**ROLE PURPOSE:**

* To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for primary school pupils in Key Stage 1 and Key Stage 2 and to support a designated curriculum area, as appropriate
* To plan, prepare and deliver lessons to meet the needs of all pupils, setting and maintaining work and recording pupil development, as required
* To teach in accordance with the ethos, aims and objectives of the school as a fully committed member of the primary school team

**KEY ACCOUNTABILITIES**

**CULTURE & ETHOS**

* To maintain good order and discipline among pupils, in accordance with the school’s procedures relating to attendance, punctuality, behaviour and standards of work, and to take professional and prompt action to deal effectively with any incidents of bullying or unacceptable behaviour that arise
* To recognise that health, safety and welfare is a responsibility of every employee, to take reasonable care of self and others and to comply with the school’s Health and Safety policy and any specific procedures and rules that apply
* To support and comply with the school’s corporate policies

**PLANNING & PREPARATION**

* To deliver an appropriately broad, balanced, relevant and differentiated curriculum for the whole class and to support a designated curriculum area, as appropriate
* To plan, prepare and develop schemes of work and lesson plans in line with the curriculum objectives, for all children in the designated class, ensuring breadth and balance in all subject areas
* To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
* To build and present lessons that cater for the needs of the whole ability range within each class, ensuring differentiated work to reflect individual learning needs

**TEACHING & MONITORING**

* To be a leading classroom practitioner, exemplifying an outstanding standard of teaching and promoting the highest expectations for all members of staff
* To teach the school curriculum to the highest standard, delivering a stimulating learning experience for pupils which meets internal and external quality criteria
* To employ a range of suitable teaching styles and strategies that will motivate learning appropriate to pupil needs and ensure every child can achieve to their full potential
* To maintain a regular system of marking, assessment, record keeping and reporting on the attendance, development and attainment/progress of pupils
* To ensure the effective and efficient deployment of support staff within the classroom, including parent helpers
* To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils and the school’s strategic objectives
* To identify pupils with special or more complex needs and support the school in meeting these needs through writing reports, attending discussions and meetings and making clear and robust recommendations

**TEAMWORK**

* To be part of a whole school team, actively involved in decision making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
* To work with other members of staff to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and pupils being taught.
* To work as a member of a designated team and to contribute positively to effective working relations across the school
* To participate in professional development and share expertise and experiences with colleagues, as appropriate
* To play an active role in the school improvement process

**PARENT AND COMMUNITY ENGAGEMENT**

* To build and maintain positive relationships with parents, carers, Trust Board members and specialist support services to maximise their engagement with the school and ensure the   
  on-going educational, personal and social wellbeing of all pupils
* To develop and uphold positive links with the local community and other schools in order to share expertise and deliver positive benefits for both the school and wider educational environment
* To communicate and consult appropriately with parents/carers on all aspects of their child’s educational progress and respond promptly to any queries and concerns raised

**SAFEGUARDING & WELFARE**

* To promote the health, safety and welfare of all children and support the school in safeguarding children by adhering to the relevant policies and processes at all times
* To communicate, as appropriate, with the parents/carers of pupils and with persons or bodies from external agencies concerned with the welfare of individual pupils, after consultation with the appropriate senior leader
* To take accountability for promoting, protecting and safeguarding the health, safety and welfare of all pupils, staff and visitors within the school
* To treat all information relating to every pupil as strictly confidential and to be aware of and comply with school policy and practice to this regard, receiving training where necessary

In addition, as part of your commitment to the improvement of the school, you are expected to undertake other duties that are deemed reasonable and which are commensurate with the level of the post

**Person Specification**

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| **CRITERIA** | **Essential** | **Desirable** | **Assessment Stage** |
| **Qualifications and Training** | | | |
| A degree, PGCE or equivalent level qualification in Primary Education |  | ✓ | Application form |
| Qualified Teacher Status (or on course to gain QTS) | ✓ |  | Application form |
| Evidence of ongoing professional development | ✓ |  | Application form |
| **Experience** | | | |
| Primary classroom teaching experience | ✓ |  | Application form |
| Experience of leading a subject area |  | ✓ | Application form |
| Strong behaviour management experience |  | ✓ | Application form  Interview |
| Evidence of raising pupil attainment within a challenging environment |  | ✓ | Application form  Interview |
| **Knowledge** | | | |
| Sound knowledge of, and practical skills in, the relevant subjects forming the content of the curriculum appropriate to both KS1 and KS2 | ✓ |  | Interview  Reference |
| A good understanding and use of assessments, including target setting, tracking and monitoring | ✓ |  | Application form  Interview |
| A clear understanding of the essential qualities necessary for effective teaching and learning in Primary education, at KS1 and KS2 | ✓ |  | Application form  Interview |
| **Skills and Abilities** | | | |
| An excellent classroom practitioner | ✓ |  | Interview  Reference |
| Ability to demonstrate high quality teaching methods and approaches | ✓ |  | Interview  Reference |
| Ability to inspire, motivate and develop pupils to achieve to their full potential | ✓ |  | Interview  Reference |
| Ability to plan and prepare coherent lessons | ✓ |  | Interview  Reference |
| Ability to organise classes and lessons to ensure all children are productively employed when working individually, in groups or as a class | ✓ |  | Interview  Reference |
| An effective team player, who works collaboratively with others | ✓ |  | Interview  Reference |
| Excellent organisational skills with the ability to prepare and plan effectively | ✓ |  | Application form  Interview  Reference |
| Ability to form positive and helpful relationships with children and parents/carers | ✓ |  | Interview  Reference |
| Ability to self-review effectively and set appropriate targets | ✓ |  | Interview  Reference |
| Excellent verbal and written communication skills | ✓ |  | Application form  Interview |
| **Personal Qualities** | | | |
| A strong commitment to inclusion, with high expectations for all learners | ✓ |  | Application form  Interview |
| High professional standards | ✓ |  | Interview  Reference |
| Exceptional interpersonal awareness, with the highest level of integrity, confidentiality and professionalism | ✓ |  | Interview  Reference |
| Respect for the ethos of the school and the Islamic faith | ✓ |  | Application form  Interview |
| Commitment to the safeguarding and pastoral welfare of all within a school environment | ✓ |  | Application form  Interview |
| Flexibility to adapt to changing work demands and school challenges | ✓ |  | Interview  Reference |
| Willingness to engage in development activities and the wider life of the school | ✓ |  | Application form  Interview |
| Commitment to own professional development and learning | ✓ |  | Application form  Interview |
| **Additional Requirements** | | | |
| Willingness to undertake a Disclosure Barring Service (DBS) Enhanced Disclosure | ✓ |  | After job offer, where an offer of appointment is made |

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