

## Job Description

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| <b>Job Title:</b>            | Class Teacher EYFS, KS1, KS2  |
| <b>Group:</b>                | UK Independent Schools  |
| <b>Dept/Project/Service:</b> | Oakfield Preparatory School   |
| <b>Reports to:</b>           | Headteacher   |
| <b>Responsible for:</b>      | N/A   |
| <b>Usual office base:</b>    | Oakfield Preparatory School. In order to provide a strong school community and the best experience to pupils, there is an expectation that Oakfield staff are school based. |
| <b>Grade:</b>                | Teacher Scale   |

### Job Purpose:

To carry out the professional duties of a school teacher as circumstances may require under the reasonable direction of the Headteacher.

### Job Objectives:

#### Core purpose

The core purpose of this role is to provide high quality teaching and learning that meets the needs of the pupils in Oakfield Preparatory School and that will enable the school to achieve its vision.

1. Plan and deliver high quality teaching and learning to secure the highest possible levels of attainment for all pupils;
2. Set high expectations for all pupils at the school;
3. Evaluate pupil performance and identify priorities for continuous improvement;
4. Encourage the involvement of parents and carers;

5. Create a learning environment that is engaging, happy and fulfilling for all pupils;
6. Demonstrate a commitment to your own Continuing Professional Development (CPD) and supporting the development of others

### Key Responsibilities

1. Assist in managing pupils' transition through the school and work closely with class teachers and also our Head of Learning Success (SENCO)
2. Contributing to the review and selection of appropriate teaching resources;
3. Contribute to the creation of a positive and stimulating learning environment;
4. Contribute to making Oakfield a school of choice within the local/ wider community;
5. Contribute to the process of ensuring the school is ISI ready.
6. Implementing strategies as requested by the Headteacher and the Senior Leadership Team.

### Curriculum

Develop a curriculum to meet the needs of all pupils, including their moral, spiritual, cultural, social, intellectual and physical development and promote and uphold equal opportunities for all children.

Specifically:

1. Ensure the curriculum is driven by creative and innovative approaches so that it is judged as Excellent by ISI;
2. Develop the curriculum area in accordance with pupils' needs and the school's requirements;
3. Identify and produce action plans to tackle areas of underachievement by pupils;
4. Be aware of the latest curriculum developments and research on learning and pedagogy;
5. Ensure a close match between the curriculum, the educational direction of the school and the continuing raising of standards;
6. Ensure that the needs of pupils of all abilities are effectively met.

7. Work with the Heads of Departments to be responsible for the development and review of detailed schemes of work consistent with Oakfield's values and general aims and objectives and with the requirements of the schemes of work.

## Teaching and Learning

Manage pupils' learning through delivering a curriculum based on Oakfield's vision; in particular:

1. Ensure pupils have frequent opportunities to engage in experiential learning activities;
2. Ensure that learning excellence is at the heart of planning and delivery in the classroom;
3. Ensure pupils feel happy, safe, and supported in the classroom and that any barriers to their learning and progress are addressed or removed;
4. Get to know every child as an individual and their families so you can effectively nurture him or her whilst in your care
5. To set and mark homework assignments in accordance with the published homework timetable and agreed departmental procedure.
6. To participate in the school's system of reporting on pupil progress and behaviour at appropriate times.
7. To carry out a share of supervisory duties and cover arrangements in accordance with published rotas.
8. Plan and resource differentiated tasks, appropriately grouping pupils, and balancing their time so all groups receive teacher support;
9. Look for ways to engage pupils (especially the most able) in independent learning;
10. To set and keep high standards of punctuality and courtesy and of appropriate dress for self and pupils.
11. To attend assemblies and other formal occasions as required.
12. To participate in the Performance Management system.
13. To perform in accordance with any directions which may reasonably be given to you by the Headteacher from time to time, such particular duties as may reasonably be assigned to you.
14. To support the extra-curricular life of the school.

15. Work with Head of Learning Success and support staff in order to benefit from their specialist knowledge, and to maximise their effectiveness within lessons;
16. Implement school policies designed to secure high standards of behaviour and attendance. Promote and reward positive behaviour;
17. Advise and co-operate with the Headteacher and other teachers on the preparation and development of schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;
18. Be involved in extra-curricular activities by, for example, contributing to out of school visits and school clubs;
19. Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich pupils' learning and contribute to the wider community;
20. Be prepared to take responsibility for other school subjects as directed by the Headteacher.

### **Monitoring, Assessing, Recording, Reporting and Accountability**

1. To be familiar with and participate fully in statutory assessment and reporting procedures;
2. To set individual targets for achievement and to participate fully in analysing the outcomes in order to identify further ways to improve performance;
3. To assess and mark pupils' work systematically and constructively and to use the results to inform future planning, teaching and curricular development;
4. Run assessment for learning in the classrooms and establish the next steps in teaching to engage pupils in a dialogue about their progress;
5. Meet regularly with teaching assistants to plan individual, data-informed interventions;
6. To keep records of books and other resources issued.
7. To ensure that records and data are used effectively for the analysis of pupil performance and the writing of reports
8. Participate in termly academic review meetings to share pupil performance information with parents;
9. Work collaboratively to ensure the smooth transition of pupils within the key stage and the school;

10. Keep an accurate register of children and ensure unexplained absences or patterns of absence are reported immediately in accordance with school policy.

### **Professional Standards and Development**

1. Be a role model to pupils through personal presentation and professional conduct;
2. Be familiar with the Staff Handbook and support all Oakfield's policies, e.g. those on Health and Safety, Child Protection, Teaching and Learning, Assessment and Reporting;
3. Establish effective working relationships with professional colleagues and associate staff, and contribute to effective team working;
4. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal responsibilities and responsibilities relating to all current legislation, including the role of the education service in protecting children;
5. Liaise effectively with parents and with other agencies with responsibility for pupils' education and welfare;
6. Participate in meetings at the school that relate to the school curriculum, assessment procedures, staff training, or the administration or organisation of the school;
7. Promote a positive profile of Oakfield's provision to staff, pupils, parents and the wider community.
8. To participate in collegiate working systems with the Head of Learning Success (SENCO) as required and to ensure effective communications with all staff
9. Engage with effective development programmes around the country, including courses offered by local partners, school improvement organisations and by Education Development Trust.

### **Communications**

1. Establish and maintain a productive dialogue with parents via parent consultations, open days and other public occasions as directed by the Headteacher or other Senior Leaders.
2. Gather, collate and analyse information and prepare the school report for parents and the educational psychologist's assessment.

### Training & development of self and others

1. Regularly review own practice, set personal targets and take responsibility for own development.
2. To be aware of and play an appropriate part in implementation of all school policies, as described in the Staff Handbook, including regulations relating to safety.

In addition, all staff are expected to:

1. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
2. Contribute to the school's programme of extra-curricular activities.
3. Support and contribute to the school's responsibility for safeguarding students.
4. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
5. Work within Education Development Trust's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
7. Engage actively in the performance review process.
8. Undertake other reasonable duties related to the job purpose required from time to time.

### Scope:

The following job description is not exhaustive. It is expected that teachers will work closely with the Headteacher, Senior Leadership Team and Education Development Trust to develop the role to reflect the needs and demands of the post.

## **Person Specification:**

### **Knowledge**

#### Essential:

- » National Curriculum, KS1 & KS2 or EYFS Framework depending on year group supported

#### Desirable:

- » It is desirable for EYFS teachers to have an understanding of National Curriculum, KS1

### **Experience**

#### Essential:

- » Class teaching of appropriate year groups

#### Desirable:

- » Independent Sector schools

### **Skills**

#### Essential:

- » Excellent interpersonal skills – pupils, teachers, parents

#### Desirable:

- » IT skills



## Our Values



**Education Development Trust is committed to safeguarding and promoting the welfare of children and adults whom we work with and come into contact with around the world. All applicants are subject to thorough screening and successful candidates are subject to the relevant level of criminal record checks with national police authorities or the UK's Disclosure and Barring Service (DBS). This will be at minimum a basic DBS check.**

**Education Development Trust also participates in the Inter Agency Misconduct Disclosure Scheme and we may request information from relevant job applicants' previous employers about any findings of sexual misconduct, including harassment, during employment, or incidents under investigation when the applicant left employment. By submitting an application, the job applicant confirms their understanding of these recruitment procedures.**