



Job Description for a Main Scale Teacher

Bradford Christian School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Salary will be dependent on qualifications and experience. The hours are 3.5 days per week. (with a work pattern preferably Monday Morning, Tuesday Morning, all day Wednesday, Thursday Morning and all day Friday although this is negotiable)

Professional Duties

The following duties shall be deemed to be included in the professional duties which a teacher (other than a head teacher) may be required to perform:

Teaching

In each case a committed Christian who is actively involved in a Christian fellowship, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to him/her: Planning and preparing lessons in line with school policies and schemes of work; Teaching, according to individual pupil educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupil in school and elsewhere following the Marking and Feedback policy; Assessing, recording and reporting on the development, progress and attainment of pupils; Keeping up to date with pupil progress and attainment, reporting on these in line with school policy and needs; Will understand and work within the vision of the school.

Teaching and managing pupil learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and appropriate challenges are given, and best use is made of teaching time.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Secure a good standard of pupil behaviour in the classroom by establishing appropriate rules and high expectations of discipline which pupils respect; act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management which lead to high achievement.
- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.

Other Responsibilities:

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him / her:
- Making records of and reports on the personal and social needs of pupils;
- Communicating and consulting with the parents/carers of pupils;
- Communicating and co-operating with persons or bodies outside the school; and
- Participating in meetings arranged for any of the purposes described above;

Planning and setting expectations

- Identify clear teaching objectives, content, lessons structures and sequences appropriate to the subject matter and the pupils being taught.

- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records following school's own policies and procedures.
- Plan effectively, where applicable, to meet the needs of disadvantaged pupils and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of support given.
- Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.

Pupil Achievement

- Secure progress towards pupil targets.
- Set clear targets for improvement of pupils' achievement, monitor pupils' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets.

Assessments, evaluation and reports:

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- When applicable, understand the demands expected of pupils in relation to the National Curriculum.
- Recognise the level that a pupil is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.
- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils:

Relations with parents/carers and wider community

- Know how to prepare and present informative reports to parents/carers.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for pupils' welfare.
- Liaise effectively with pupils' parents/ carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

Managing and developing staff and other staff

- Establish effective working relationships with professional colleagues working collaboratively with others to develop professional relationships.
- Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning.

Discipline, health and safety:

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

Staff meetings:

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

Administration:

- Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

Managing own performance and development

- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment, child protection, health and safety and security, confidentiality and data protection reporting all concerns to an appropriate person.
- Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up to date with research and developments in pedagogy and in the subject(s) they teach.

Review, induction, further training and development:

- Review and evaluate the effectiveness of teaching methods and schemes of work, refining approaches where necessary responding to advice and feedback from colleagues.
- Participating in arrangements for his/her further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements;
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his/her supervision and training;

Professional Development

- Participate fully in training and development activities in school or at other providers in order to improve professional skills and knowledge identified by school or as developed as an outcome of your appraisal.
- To participate in performance management reviews in line with school policy and Appraisal Regulations 2012.

Skills Required

- Qualified teacher status.
- Teaching experience in a primary school.
- Evidence of professional development / recent training.
- Willingness to participate, where necessary, in professional development training.
- ICT literate.
- Recognised as an outstanding classroom practitioner.
- Use of successful strategies to improve pupil attainment and engagement in their own learning.
- Commitment to own professional development and that of colleagues.
- Ability to deliver well planned and stimulating lessons across the curriculum / age range.
- Use and development of assessing pupil progress and AFL.
- Be a proactive practitioner in developing effective cross curricular learning.
- Clear understanding of principles and practices of effective teaching and learning.
- A thorough knowledge of the 2014 National Curriculum and its implementation.
- An understanding of the role of formative assessment and target setting in raising standards for all pupils.
- A clear understanding of inclusive practice.
- Be able to demonstrate principles and practices of monitoring / assessment / evaluation.
- Have a clear understanding of principles and practices of pupil behaviour management.

- Knowledge of what constitutes effective teaching and learning including different learning styles.
- Ability to model and promote best practice.
- Good time management and able to work to deadlines.
- Be a reflective practitioner.
- Engage pupils in their learning with AFL.
- Able to work as part of a team.
- Able to work on own initiative.
- Excellent organisational skills.
- Excellent interpersonal skills.
- Highly motivated and dedicated.
- Ability to listen and value opinions of others.
- Flexible, enthusiastic with a sense of humour.
- Retain confidentiality.
- Punctual and reliable.
- Resilience and a positive attitude
- Should be able to allow for some out of hours working e.g. school functions, residentials, meetings, training, twilights etc.
- Clear CRB record (DBS checked).
- Good health and attendance record.
- To pray, support and have fellowship with colleagues.
- To have a personal faith and ongoing faith journey.
- To have a desire to nurture children in their faith.
- To desire a part in the vision and worldview of the school.
- To lead devotions, worship and assemblies which contribute to pupil's experience and spiritual development.

Note:

Notwithstanding the details in this job description, also to carry out any other duties reasonably requested by the Head-teacher or Deputy Head-teacher. The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head-teacher.