



Morley Memorial Primary School

Job Description and Person Specification

Primary Teacher (UPR)

September 2021

We hope that this recruitment pack will give you all of the information you need to complete your application for the position of classteacher at Morley Memorial Primary School.

Please pay close attention to the advert, job description and person specification as shortlisting will be based on meeting the criteria stipulated in these documents.

Morley Memorial Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. DBS checks and disqualification declaration may be required for this post. Shortlisted candidates will be contacted and references sought prior to interview. Any offer of a position will be subject to satisfactory references and DBS checks.

Please forward your completed application form to office@morley.cambs.sch.uk



Job Description

Post Title	Class Teacher (UPR)
Responsible to	Phase Leader or Assistant Head

Purpose of the job

- To carry out all duties and responsibilities of a teacher as outlined in the current national conditions of employment including:
- To maintain the positive ethos and promote the values of the school
- To plan and deliver effective lessons which deliver good progress and achievement for all pupils
- To be responsible for the pastoral wellbeing of pupils
- To build positive relationships with pupils, staff, parents and governors which support the work of the school
- To play a significant role in the life of the school and contribute to whole school development
- To provide a model of good practice for aspects of teaching and learning
- To contribute to raising achievement beyond your own class

Main Activities and Responsibilities

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher: **In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be**

highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 9 and, if you are paid at the maximum of the Upper Pay Range, Accountabilities under paragraph 10 reviewed annually

1. Teaching

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes;
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 1.3 Set and mark work to be carried out by the pupil in school and elsewhere;
- 1.4 Participate in arrangements for preparing pupils for external examinations.

2. Whole school organisation, strategy and development

- 2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- 2.2 Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

3. Health, safety and discipline

- 3.1 Promote the safety and well-being of pupils in accordance with the school's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among pupils in accordance with the school behaviour policy.

4. Management of staff and resources

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with school policies.

5. Professional development

- 5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- 6.1 Communicate with pupils, parents and carers in accordance with the school ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- 7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

- 8.1 Make a positive contribution to the wider life and ethos of the school;

9. Upper Pay Range Accountabilities

- 9.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 9.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 9.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- 9.4 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- 9.5 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 9.6 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- 9.7 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

10. Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- 10.1 Play a critical role in the life of the school.

Morley Memorial Primary School

Person Specification: Primary Teacher UPR

	Essential	Desirable
Qualifications	<ol style="list-style-type: none"> 1. Qualified teacher status 2. Successful DBS and safeguarding clearance 	<ul style="list-style-type: none"> ▪ Evidence of further professional development or qualification
Knowledge and Understanding	<ol style="list-style-type: none"> 1. The knowledge and understanding of effective teaching and best practice and capacity to deliver consistently good and outstanding lessons 2. Clear understanding of the role of high expectations in improving pupil outcomes 3. Effective differentiation which ensures progress for all pupils through personalised learning 4. Using and interpreting data to inform teaching 5. A wide repertoire of teaching strategies to engage and motivate a range of learners 6. Have extensive knowledge of EYFS Framework and/or national curriculum 7. A range of effective strategies for promoting positive behaviour and maintaining a calm and purposeful learning environment 8. Giving effective feedback 9. Experience of working with children with Special Educational Needs. 10. Developing productive home school partnerships 11. Deep understanding of statutory assessment processes and ability to support 	<ul style="list-style-type: none"> ▪ Ability to identify and draw upon high quality research sources to inform practice ▪

	<p>colleagues with statutory assessment within at least one phase</p> <p>12. Statutory guidance and best practices for safeguarding</p> <p>13. Demonstrate expertise in subject knowledge and related pedagogy</p> <p>14.</p>	
Experience	<ol style="list-style-type: none"> 1. Experience of teaching in a Primary school setting. 2. Ability to demonstrate evidence of consistently good and outstanding practice in at least one keystage 3. Proven record of raising attainment and improving progress 4. Working effectively as part of a team 5. Planning and delivering creative and inspiring lessons 6. Using formative and summative assessment effectively 7. Developing and monitoring implementation of whole school policies 	<ul style="list-style-type: none"> ● Experience of supporting colleagues and bringing about improved practice ● Leading on aspects of whole school development
Characteristics and competencies	<ol style="list-style-type: none"> 1. Desire and ability to promote the values and ethos of the school 2. Show willingness to learn and motivation to teach well 3. Model highest professional standards 4. An appetite for challenge and the ability to inspire enthusiasm and confidence in others 5. Demonstrate resilience, determination and a positive outlook 6. Highly effective communication 7. Ability to empathise and demonstrate care and compassion 8. Ability to create a happy, stimulating and challenging learning environment 	<ul style="list-style-type: none"> ● Desire to develop expertise ● Is proactive in seeking out opportunities for professional development ● Aspires to lead on innovation or research based professional development

	<p>9. Confidence and competence using IT</p> <p>10. Capacity to support colleagues through mentoring or coaching</p> <p>11. Willingness to provide support and advice to colleagues on development of teaching, raising attainment and enhancing behaviour and well-being</p>	
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