



Holmer Green Junior School
We inspire, we enable, we achieve. Together.

KS2 TEACHER - Job Description:

Meet all areas of the Teachers professional standards and in particular as set out below:

Professional Values and Practice

Teachers at Holmer Green Junior School:

- Have high expectations of all pupils and are committed to raising their educational achievement
- Have a firm safeguarding ethos in their practice
- Treat all pupils consistently, with respect and consideration and are concerned for their development as learners
- Demonstrate and promote positive values, attitudes and behaviour
- Communicate sensitively and effectively with parents and carers
- Contribute to and share responsibility in the life of the school
- Understand the contribution made by support staff and other professionals
- Improve their own teaching through evaluation, learning from effective practice and from using evidence. They are motivated and take responsibility for their own professional development.
- Participate in the agreed performance management procedures
- Participate in training procedures, including INSET and work collaboratively with colleagues to raise standards by sharing effective practice in the school
- Participate in meetings which relate to the curriculum, organisation or administration of the school
- Attend assemblies, register pupils, supervise pupils
- Work within the statutory frameworks relating to teachers' responsibilities

Knowledge and Understanding

Teachers at Holmer Green Junior School demonstrate that they:

- Have secure knowledge and understanding of the national curriculum
- Understand how pupils' learning is affected by their physical, intellectual, linguistic, social and cultural development
- Understand their responsibilities under the SEND Code of Practice
- Have secure knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment
- Use ICT effectively
- Manage an area of the curriculum and/or an aspect of school life

Planning, Expectations and Targets

Teachers at Holmer Green Junior School

- Follow the procedures for long, medium and short term planning
- Set challenging teaching and learning targets based on knowledge of:

Pupils and their past and current achievements

Expected standards for the age range

Range and content of work relevant to pupils in that age range

- Use learning objectives to plan lessons and sequences of lessons, showing how they assess pupils' learning
- Select and prepare resources and plan for their safe and effective organisation
- Plan opportunities for children to learn outside the classroom - educational visits etc

Monitoring and Assessment

Teachers at Holmer Green Junior School:

- Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and use this information to reflect on, evaluate and improve their own performance
- Give effective feedback to support pupils as they learn
- Involve pupils in evaluating and improving their own performance
- Use the school's assessment procedures to analyse outcomes and inform planning to ensure good progress for all pupils
- Preparation of pupils for public examinations and assessment of pupils for the purposes of those examinations
- Identify and support more able pupils, those working below expectations and those experiencing behavioural, social or emotional difficulties
- Report on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and pupils
- Write an annual report for each child in their care in accordance with school procedures

Teaching and class management

Teachers at Holmer Green Junior School:

- Set high expectations for pupils' behaviour, promote self-control and independence, establishing a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively in line with the behaviour policy
- Teach the required knowledge, understanding and skills relevant to the curriculum
- Teach clearly structured lessons or schemes of work which interest and motivate pupils
- Make learning objectives and success criteria clear to pupils
- Employ interactive teaching methods and collaborative group work

- Promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning
- Plan effectively to meet the needs of pupils in their classes with special educational needs, with or without EHCPs, and in consultation with the SENDCO contribute to the preparation, implementation, monitoring and review of provision maps or the equivalent.
- Adapt their teaching to meet the needs of all pupils
- Organise and manage teaching and learning time effectively
- Take responsibility for the safety of their pupils both in school and when engaged in authorised activities elsewhere by:

Managing space, tools, materials and other resources safely

Actively supervising children during learning and transition activities (changing for PE, entering and leaving classrooms, in corridors etc)

- Make effective use of the school's ICT resources to support teaching and learning
- Provide homework which has a focus on key areas of the school curriculum
- Manage the work of support staff to ensure the maximum learning opportunities for pupils, sharing planning and ensuring that resources are available in advance to ensure effective adaptations are made
- Challenge bullying in accordance with school policy and encourage equal opportunities for all children

Subject leadership

- To champion a subject
- To fulfil the roles of a subject leader identified within the subject leader handbook
- Create an action plan and complete monitoring
- Provide feedback to SLT and teachers

Health and Safety

- Take reasonable care of their own health and safety and that of co-workers who may be affected by their actions
- Cooperate with the employer in complying with health and safety duties

To undertake other duties as may be required in consultation with the Headteacher, without materially altering the nature of the tasks outlined above.