

# Role Profile: KS1/2 Teacher

## Purpose

To contribute to providing an excellent education for all the school's pupils by teaching with expertise and enthusiasm, offering support to the learning of individual pupils and contributing to the school's pastoral system.

To support the Headteacher and the SLT in the implementation of all aspects of school and Cognita policies in order to maintain the aims and ethos of the school and Cognita as a whole.

## Key Accountabilities

### Teaching and Learning:

Having regard to the curriculum, plan and teach challenging, well-organised lessons and sequences of lessons, informed by secure subject knowledge, specifically by:

1. Using an appropriate range of teaching strategies and resources, which meet learners' needs and expectations and are designed to raise levels of attainment.
2. Building on the prior knowledge and attainment of earlier learning in order that learners meet their learning objectives and make sustained progress.
3. Setting appropriate homework and independent study to ensure pupils develop their knowledge and skills outside of the lesson.
4. Developing ways to encourage, challenge and inspire pupils to apply new knowledge, understanding and skills and deepen them further.
5. Using language appropriate to learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
6. Assessing, recording and reporting on the development, progress and attainment of pupils.
7. Providing pupils, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' progress, attainment and areas for development.
8. Advising and co-operating with other humanities colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
9. Contributing as appropriate to the development of schemes of work and adhering to schemes of work when planning and teaching.
10. Knowing and implementing the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
11. Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations.
12. Managing pupils' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

### Extra Curricular:

1. Coordinate and lead a variety of extra-curricular clubs across the school. These may be before school, at lunchtime or after school.
2. Attend school events as required.

### **Pastoral Duties:**

1. To be a form tutor as required.
2. To be the first point of call for pupils and parents in the form.
3. Take responsibility for the pastoral welfare of pupils in the form, working alongside the pastoral team as needed.

### **Marketing:**

1. Actively participating in educational outreach and promoting the key stage, phase or department within the school community to encourage pupils' interest in the subject area or school.
2. Promoting the whole school in a variety of different contexts, including attending marketing events where appropriate, and in interactions with parents and prospective parents and pupils.
3. Attend school community event in order to market the school and the subject area to prospective parents. Some events may be on Saturdays or in the evening.

### **All teaching staff are expected to:**

1. Work towards and support the school vision and the current school objectives outlined in the School Improvement Plan.
2. Maintain high professional standards of attendance, punctuality, appearance, and conduct.
3. Demonstrate positive and courteous relations with pupils, colleagues, parents and any external personnel.
4. Adhere to school and Cognita policies.
5. Contribute towards organising, participating in or delivering on the school's programme of extra-curricular activities.
6. Provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
7. Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Headteacher.
8. Carry out duties – supervising pupils in unstructured time.
9. Attend all relevant parents' meetings, which may take place in the evening.
10. Support pupils and colleagues by attending school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
11. To actively engage in performance management.
12. To actively engage in professional development activities.
13. Carry out such other associated duties as are reasonably assigned by the Head.

## **Safeguarding Responsibilities**

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Well qualified graduate</li> </ul>	<ul style="list-style-type: none"> <li>Qualified teacher status</li> <li>Forest School qualification</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Ability to teach within the primary phase</li> <li>Ability to use a range of teaching strategies in order to meet the needs of all students</li> <li>Effective behaviour management skills and discipline, both inside and outside the classroom</li> <li>Dedication to promoting subject or key stage within the school and marketing within and outside school</li> <li>Excellent interpersonal skills, able to work effectively and harmoniously with others (including pupils, colleagues and parents)</li> <li>Excellent organisational and time management skills with the ability to prioritise and work to deadlines</li> </ul>	<ul style="list-style-type: none"> <li>Proven track record of academic success within the primary phase</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of teaching at KS1/2</li> </ul>	<ul style="list-style-type: none"> <li>Experience of a Forest School Programme</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Enthusiasm to lead a variety of extra-curricular clubs</li> <li>Ability to maintain confidentiality</li> <li>Ability to communicate effectively, both verbally and in writing, with colleagues, school-based staff, governors, Cognita and external bodies</li> <li>Ability to work on own initiative and react to competing demands</li> </ul>	<ul style="list-style-type: none"> <li>Confident user of ICT to aid administration and learning</li> </ul>

### Key Stakeholders:

Internal – Headmaster, Head of Juniors, SLT, Junior School Colleagues

External – Pupils, Parents