



## Primary Class Teacher Job Description

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### Job Details

**Job title:** Primary Teacher

**Salary:** Main Pay Range

**Contract type:** Fixed Term (full Academic Year 2026/2027)

**Hours:** Part Time 0.7FTE

### Main Purpose

To be responsible for the effective learning, appropriate achievement and educational, social and personal progress of all students, consistent with the aims of the school and the unique needs of each individual learner. Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as up-to-date and are self-critical; and forge positive professional relationships; and work with parents, colleagues and other agencies in the best interests of their pupils. They ensure the safety of all pupils in the school environment.

### Main responsibilities and duties

#### Duties and responsibilities:

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions document. At this school the following areas have been highlighted as being of particular importance:

#### Teaching:

##### Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, virtues and behaviour which are expected of pupils.

##### Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas.
- Foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Ensure any activity is effectively and appropriately risk assessed.

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

*Every teacher is a teacher of every pupil*

### **Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Christian virtues and Relationships and Behaviour policy.
- Have high expectations of behaviour, and follow policy to create a framework for behaviour for a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school and Trust.

- Always act in-line with GDPR policy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- Contribute to the school website and ensure any policies or sections linked to class or subject responsibilities are kept up-to date

### **Personal and professional conduct**

- Treat pupils with dignity build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teachers professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show tolerance of and show respect for the rights of others
- Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the school and maintain high standards of personal attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out teachers professional duties and responsibilities

As a school, we are fully committed to the principles of safeguarding children and safer recruitment.

As a school, we fully respect confidentiality whenever possible. This includes information about adults and children whether obtained directly, indirectly or by reference. Where a child may be at risk, information may be divulged to the Designated Safeguarding Lead (Headteacher) or Deputy Designated Safeguarding Leads who will then take further action as deemed necessary.

### **Additional Information**

The Quantock Education Trust is committed to CPD for all staff.

All Trust schools are non-smoking premises and St Bartholomew's Primary School also operates a non-smoking, vaping, banana and nut free policy across the whole site. We are committed to the encouragement and development of healthy school principles.

### **Safeguarding:**

The Teacher's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy Statement at all times. In addition the teacher will:

- Know and follow the school's safeguarding and child protection procedures and be of the understanding that safeguarding is everyone's responsibility.
- Attend regular safeguarding training in-line with the school's training programme.
- Make and participate in concerns relevant to them, following actions and adding additional information using the school's reporting programme.
- Comply with health and safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work including undertaking risk assessments where appropriate.

**Safeguarding is everyone's responsibility**

**Additional Information**

This job description does not define in detail all duties/responsibilities of the post, which is subject to those detailed in the Statement of Conditions of Employment and will count as directed time as set out in such statement, and as defined by the Headteacher. The Job Description will be reviewed on a regular basis and may be subject to modification or amendment after consultation and agreement with the post holder.

Additional detailed guidance can be found in the School's policies and internal documents that support school staff in their day to day roles.

## Person Specification

### Primary Class Teacher (Fixed Term)



Essential	Desirable
<p><b>Education and Training:</b></p> <ul style="list-style-type: none"> <li>• Educated to degree standard or equivalent or a related teacher qualification.</li> <li>• Recognised Qualified Primary Teacher Status</li> <li>• A commitment to continuing professional development, working to develop professional standards.</li> </ul> <p><b>Skills, Abilities and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Proven track record of good or outstanding teaching</li> <li>• Demonstrate success in raising achievement</li> <li>• Understand the National Curriculum requirements and national strategies to raise student achievement</li> <li>• Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies</li> <li>• Good knowledge of assessment for learning to inform teaching and learning and intervention strategies.</li> <li>• Experience of subject leadership with clear evidence of impact across the school in the subject area.</li> <li>• Ability to use a range of strategies to support children's development – social, emotional, and academic</li> <li>• Effective classroom management and teaching strategies including:               <ul style="list-style-type: none"> <li>○ Looking after equipment</li> <li>○ Administration (records, notes and feedback to colleagues)</li> <li>○ Looking after a room or activity space</li> </ul> </li> <li>• Ability to solve problems and work independently within a given structure or framework.</li> <li>• Ability to offer an after school / extra-curricular club or activity based on a personal strength or interest.</li> <li>• A commitment to providing safe, stimulating and innovative lessons.</li> <li>• Excellent ICT skills for personal organisation and to raise standards of learning.</li> <li>• Confident in the use of data, able to provide analysis and measure impact of interventions</li> <li>• Encourage children in developing self-esteem and respect for others</li> <li>• Strong behaviour management skills</li> <li>• Working with students with Special Educational Needs</li> </ul>	<p><b>Education and Training:</b></p> <ul style="list-style-type: none"> <li>• A good honours degree</li> <li>• Evidence of further professional development</li> <li>• A subject specialism or interest, particularly in RE, PE, RSHE or Computing.</li> </ul> <p><b>Skills, Abilities and Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Awareness of the value of other community groups or settings and an ability to communicate well between such groups.</li> <li>• Experience and evidence of the impact of age-appropriate support or intervention strategies.</li> <li>• Experience of Year 2 to 5 curriculum.</li> <li>• Ability to contribute to the wider life of the school.</li> <li>• Experience of working in a church school.</li> </ul>

- Evidence of parental involvement to improve quality of children's learning
- Someone who engages with research and evidence

***Interpersonal Skills:***

- Enjoys teaching and working with young people.
- Able to support the wider needs of children.
- High quality communication skills with the ability to develop positive relationships with staff, students, parents and peers
- A team player; able to work effectively with others to develop innovative curriculum design and delivery

***Attendance and Health:***

- A good attendance and punctuality record.

***Additional Requirements***

- Clearance through the Disclosure and Barring Service (DBS).
- Two supportive work-related references (references from friends or relatives will not be accepted).
- Suitable to work alongside children and young people and committed to safeguarding and promoting the welfare of children and young people
- Be committed to the school and Quantock Education Trust's ethos and values
- Be committed to continuous improvement and development of Quantock Education Trust
- Supportive of the Christian ethos of the school
- Shortlisted candidates will be subject to online searches