



## Part-time teacher job description

### Our Vision

**An outstanding rural primary school at the heart of its community which offers unique opportunities to all pupils and staff for creative learning fulfilment in every area of endeavour, leading to high levels of success which will underpin productive future lives characterised by achievement, responsibility and compassion.**

### Employment details

Job title:	Part-time teacher for KS2
Reports to (job title):	<b>Headteacher</b>
Hours of work:	0.4
Level and scale point:	<b>Mainscale</b>

### Main duties/responsibilities

General duties
Play an active role in the progress and wellbeing of pupils within any class or group to which they are assigned.
Implement the school's schemes of work, and comply with school policies and procedures, in particular those relating to the wellbeing and safeguarding of children.
Attend staff meetings, in-service days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
Assist with the organisation of, and participate in, extra-curricular activities.
Support the phase leader wherever possible, e.g. attendance at phase meetings, and in preparation and displays of work.
Take responsibility for their CPD, and keep up-to-date with developments relating to subject matter.
Establish effective working relationships with colleagues, and set a good example for pupils through a high level of professionalism.
Participate in any appraisal arrangements made by the school which relate to their performance and that of other teachers.

## Planning

Assist in the development of schemes of work, teaching resources, marking policies and teaching strategies alongside subject leaders and the phase lead.

Assist in the development of a subject curriculum, ensuring the continued relevance to the needs of pupils.

Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the pupils being taught.

Set appropriate and demanding expectations for pupils' learning, setting clear targets for pupils' learning based on prior attainment.

Identify pupils who have additional educational needs and adapt lesson planning to cater for these needs.

Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Plan lessons that incorporate our extensive outdoor space and reflect our core values.

## Teaching

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for the specified subject area, building on pupils' prior knowledge.

Deliver lessons appropriate to pupils' different abilities and educational needs, ensuring that they are all able to progress to their potential.

Monitor and support the overall progress and development of the pupils within the class/classes in line with national curriculum requirements.

Provide and contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Mark and monitor pupils' class and homework regularly, providing constructive oral and written feedback.

Use assessments of pupils' progress to inform future teaching.

Prepare informative and constructive written reports for parents which identify how each pupil is performing, and how they can improve within the classroom.

Share and support the school's duty to provide and monitor opportunities for personal and academic growth.

## Managing pupils

Maintain high expectations of pupil behaviour, demonstrating a high level of discipline through positive and productive relationships and well-focused teaching.

Adhere to the processes outlined in the school's **Behavioural Policy**, ensuring that any poor levels of behaviour are dealt with appropriately.

Through effective teaching, ensure that pupils are challenged and that best use is made of teaching time to promote good levels of behaviour.

Employ a range of teaching methods to keep pupils engaged, e.g. through effective questioning, clear presentation and use of departmental resources.

## Person specification

	Essential	Desirable
Qualifications and training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> <li>• Have qualified teacher status.</li> </ul>	<ul style="list-style-type: none"> <li>• Post-graduate qualification, e.g. master's degree.</li> <li>• First-aid certificate.</li> </ul>
Experience	<p>The successful candidate will have experience of:</p> <ul style="list-style-type: none"> <li>• Organising and participating in extra-curricular activities.</li> <li>• Conducting assessments, keeping records and producing reports on pupils.</li> <li>• Implementing safeguarding procedures in schools.</li> </ul>	
Knowledge and skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a clear understanding of the curriculum and examination specifications across <b>key stage 2</b>.</li> <li>• Cope securely with subject-related questions which pupils raise.</li> <li>• Show an understanding of relevant legislation and educational developments.</li> <li>• Show how assessment and attainment information can be used to improve practice.</li> <li>• Demonstrate different teaching methods, and how teaching should be adapted to cater for pupils' different needs.</li> <li>• Demonstrate effective intervention strategies to improve their quality of teaching and learning.</li> <li>• Show how resources can be managed and deployed effectively.</li> </ul>	

**Personal  
qualities**

The successful candidate will have:

- An enhanced DBS certificate and barred list check.
- A good attendance and punctuality record.
- Excellent verbal and written communication skills.
- Excellent time management and organisation.
- High expectations of self and professional standards.
- A commitment to CPD.
- The ability to work as both part of a team and independently.
- The ability to maintain successful working relationships with other colleagues.
- The ability to plan and resource effective interventions to meet curricular objectives.
- High levels of drive, energy and integrity.

The successful candidate will be:

- Dedicated to promoting their professional development, and that of others.
- Able to promote good behaviour consistently.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Able to effectively promote the school's ethos and vision.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Able to work flexibly, attending meetings, in addition to managing a demanding workload.