Job Description

ROLE TITLE	Class Teacher (Primary)
CONTRACTED HOURS	33.25 hours per week
GRADE / SCALE POINT – SALARY	MPR
PENSION SCHEME	Teachers' Pension Scheme
REPORTING TO	Headteacher
RESPONSIBLE FOR	Learning Support Assistants and other adults supporting learning, including volunteers, as allocated

INTRODUCTION

Unity Schools Partnership is a partnership of schools at the heart of our communities, working together so every child is known, included and receives a brilliant education that prepares them for empowerment, fulfilment and success.

Our schools aim to be places where children belong, enjoy learning and develop the confidence, knowledge and fluency they need for the next stage of life. We want all pupils, regardless of starting point, to flourish as kind, confident citizens who celebrate difference and achieve beyond reasonable expectations. Teaching is informed by evidence, expert subject knowledge and a strong curriculum, so that pupils make progress every day.

Our staff know their work matters. We nurture ambition through clear pathways, high-quality professional development and opportunities to grow, lead and extend their impact across the Trust. Rooted in civic responsibility and inclusion, our leaders work with others to remove barriers, address inequity and improve life chances for children and families. We collaborate deliberately, innovating and sharing practice for the benefit of pupils within our schools and beyond. Our staff brings the Trust's values of Integrity, Inclusion and Kindness to life through the way we work with pupils, families, colleagues and communities, ensuring they are visible in our decisions, relationships and everyday practice.

The Trust's ambition is for its schools to become routinely strong over the next three years, underpinned by high performance, strong collaboration and the capacity to support improvement across the wider education system.

CORE JOB PURPOSE

To contribute to the delivery of high-quality teaching and learning that secures strong outcomes for all pupils, in line with the aims and values of the school and the wider Trust. The postholder will plan and deliver an engaging, inclusive and appropriately challenging curriculum for their class, promote high standards of behaviour and achievement, and contribute to the continuous improvement of teaching and learning across the school. All teachers share collective responsibility for pupils' academic progress, personal development, wellbeing and conduct.

KEY RESPONSIBILITIES

General Teaching Responsibilities

- Contribute to School Improvement Plan priorities and engage fully in school self-evaluation and improvement activities.
- Comply with and uphold all school and Trust policies and procedures.
- Understand and implement safeguarding and child protection policies, remain alert to pupils' pastoral and welfare needs, and work closely with the SENCo and Learning Support Assistants as required.
- Promote and maintain high standards of behaviour in line with school policy, establishing clear expectations and consistent routines.
- Work collaboratively as part of the staff team and contribute positively to a culture of support and professionalism.
- Work effectively with Learning Support Assistants and other adults, planning and allocating tasks appropriately and supervising their work where required.
- Maintain welcoming, well-organised and stimulating learning environments that support learning and wellbeing.
- Use Planning, Preparation and Assessment time effectively to plan, assess and reflect in order to raise standards.
- Lead assemblies and contribute to collective worship as required.
- Play an active role in the wider life of the school.

Class Teaching Responsibilities

- Teach a designated class or classes, delivering the National Curriculum and Religious Education and contributing to curriculum enrichment activities.
- Plan and deliver an inclusive, appropriately differentiated curriculum that meets the needs of all pupils, including those with SEND and those who are more able.
- Assess, record and monitor pupils' progress in line with school policy, using assessment information to inform planning and next steps.
- Mark and provide feedback on pupils' work in accordance with the school's feedback and marking policy.
- Develop positive and effective home–school relationships with parents and carers.
- Prepare and contribute to pupil progress information and reports and participate in parent and carer consultation meetings.
- Manage and monitor the work of other adults supporting learning in the classroom, including volunteers where appropriate.
- Liaise closely with the SENCo to support pupils with additional needs.

- Work with the Designated Safeguarding Lead and other staff to support pupils' welfare and wellbeing.

ROLE INTERFACES

Internal: Executive Headteacher, Headteacher, Head of School, Deputy Headteacher, senior and middle leaders, teachers, Learning Support Assistants, SENCo, Designated Safeguarding Lead, pastoral staff, pupils, governors and Trust colleagues.

External: Parents and carers, external professionals and agencies, educational visit providers and other educational settings, as appropriate.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young people at all times. All postholders are responsible for promoting and safeguarding the welfare of children they come into contact with, in line with the Trust's and schools' safeguarding policies, procedures and statutory guidance.

The postholder must be alert to signs that may indicate vulnerability, harm or risk, and must respond promptly to any concern. This includes sharing information appropriately, following the Trust's safeguarding procedures and working with designated safeguarding and pastoral colleagues so that concerns are recorded, supported and escalated without delay.

Where the role involves direct work with children, families or external agencies, the postholder must maintain accurate records, professional boundaries and safe working practices at all times.

The post holder is required to hold a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos, values and reputation of the Trust and its schools.
2. Participate in training, professional development and performance review as required.
3. Maintain high standards of professionalism, tact and diplomacy in dealings with pupils, parents, staff, governors, partners, media contacts and visitors.
4. Maintain confidentiality and exercise discretion in relation to sensitive information, safeguarding matters and the Trust's business at all times.
5. Act as an ambassador for the Trust within local communities and beyond, promoting a positive and professional image.
6. Undertake any other reasonable duties commensurate with the grade of the post, as requested by the line manager.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	• Qualified Teacher Status (QTS). • A good honours degree, or equivalent, in a relevant subject area.	• Evidence of relevant post-qualification professional development. • Additional qualifications related to teaching, learning or the subject area.
Knowledge	• Strong understanding of the National Curriculum and effective curriculum planning. • Knowledge of inclusive teaching strategies that meet the needs of all learners, including pupils with SEND, EAL and those who are able, gifted and talented. • Ability to use assessment data effectively to plan learning, track progress, set targets and improve outcomes. • Strong classroom management skills and the ability to maintain high standards of behaviour in accordance with school policies. • Competence using digital tools and school systems for planning, assessment, communication and record-keeping. • Ability to work collaboratively with colleagues, support staff, parents, the SENCo and other professionals. • Understanding of safeguarding legislation, responsibilities and best practice. • Ability to create an engaging, organised and stimulating learning environment. • Clear understanding of effective marking, feedback and monitoring practices that support pupil progress.	

Experience	• Evidence of effective classroom teaching and positive impact on pupil outcomes. • Experience of planning and delivering an inclusive primary curriculum. • Experience of assessing, monitoring and reporting pupil progress. • Experience of working collaboratively with Learning Support Assistants, parents, carers and other professionals.	
Skills and Aptitudes	• Commitment to the ethos, values and vision of the school and wider Trust. • High expectations for all pupils and belief in every child's ability to succeed. • Reflective, proactive and committed to continuous improvement in personal practice and school-wide outcomes. • Approachable, empathetic and attentive to pupils' academic and pastoral needs. • Strong communication skills and ability to develop positive relationships with pupils, parents, carers and colleagues. • Reliable, organised and able to manage workload effectively and meet deadlines. • Positive team player willing to contribute to assemblies, extracurricular activities and wider school life. • Professional, tactful and discreet, demonstrating integrity and confidentiality. • Resilient, adaptable and calm under pressure.	

	• Enthusiastic, creative and able to inspire a love of learning. • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo safeguarding checks and required training, including an Enhanced DBS check. • Alignment with Unity Schools Partnership and the school's values and ethos.	