

**KEY STAGE 2 TEACHER - JOB DESCRIPTION AND PERSON SPECIFICATION FORM**

<b>Job description</b> The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
<b>Summary of the role:</b>	<b>Hours of work:</b> Full-time <b>Salary:</b> Main Pay Scale + School Allowance
<b>Line management responsibility for:</b>	The Teacher of Key Stage 2 will deliver high quality teaching to pupils within the Preparatory School, mainly within the Key Stage 2 phase. The Teacher will lead and be responsible for the delivery of computing within the Preparatory School.
<b>Functional Relationships with:</b>	<ul style="list-style-type: none"> <li>• Key Stage 2 Leader</li> <li>• Senior Teacher in the Preparatory School</li> </ul>
<b>Main duties and responsibilities:</b>	<ul style="list-style-type: none"> <li>• promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.</li> <li>• providing stimulating and academically appropriate teaching in-line with the School's philosophy;</li> <li>• keeping up-to-date with current developments in content and methods of the subject, remaining familiar with external assessment requirements;</li> <li>• implementing strategies to continue the rise in academic achievement;</li> <li>• developing teaching resources, particularly with regard to differentiation for pupils of different abilities and the use of ICT;</li> <li>• maintaining a sequence of classroom displays and other curriculum materials, to create a stimulating and welcoming environment;</li> <li>• making a full and dynamic contribution to the Preparatory School and its extra-curricular activities;</li> </ul>

	<ul style="list-style-type: none"> <li>undertaking co-ordination of a subject within the Preparatory School, overseeing its teaching to ensure continuity and progression and managing a budget to successfully resource the subject area.</li> </ul>
<b>Line management duties and responsibilities</b>	<p>A classroom teacher's professional duties are deemed to include the following:</p> <p><b>Teaching</b> (having regard to the curriculum of the School):</p> <ul style="list-style-type: none"> <li>teaching the pupils assigned to the teacher according to their educational needs;</li> <li>planning and preparing lessons and activities in-line with the Key Stage 2 curriculum</li> <li>setting and marking work carried out by the pupils in School or elsewhere;</li> <li>assessing, recording and reporting on the development, progress and attainment of pupils;</li> <li>implementing whole School academic policies.</li> </ul> <p><b>Other activities</b></p> <ul style="list-style-type: none"> <li>promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to the teacher;</li> <li>providing guidance and advice to pupils on educational and social matters appropriate to their age and ability;</li> <li>making records of, and reports on, the personal and social needs of pupils;</li> <li>communicating and consulting with the parents of pupils;</li> <li>communicating and co-operating with persons or bodies outside the School;</li> <li>participating in meetings arranged for any of the purposes described above;</li> <li>attending Chapel, assemblies and supervising pupils, whether these duties are to be performed before, during or after school sessions.</li> <li>undertaking an extra-curricular club;</li> <li>attending School events including residential trips when needed;</li> <li>attending two weekend Open Days per annum.</li> </ul> <p><b>Assessments and reports</b></p> <ul style="list-style-type: none"> <li>providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.</li> <li>undertaking a variety of regular observations of pupils to inform planning formally updating pupil tracking records termly.</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>participating in the arrangements for Professional Development.</li> </ul>

	<p><b>Review: further training and development</b></p> <ul style="list-style-type: none"> <li>▪ reviewing methods of teaching and programmes of work;</li> <li>▪ participating in arrangements for further training and professional development.</li> </ul> <p><b>Discipline, health and safety</b></p> <ul style="list-style-type: none"> <li>▪ maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.</li> </ul> <p><b>Staff meetings</b></p> <ul style="list-style-type: none"> <li>▪ participating in weekly meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.</li> </ul> <p><b>Covering for absent colleagues</b></p> <ul style="list-style-type: none"> <li>▪ supervising and “so far as is practicable” teaching any pupils whose teacher is not available.</li> </ul> <p><b>Administration</b></p> <ul style="list-style-type: none"> <li>▪ registering the attendance of pupils;</li> <li>▪ participating in administrative and organisational tasks related to the duties described above, including (i) the management or supervision of persons providing support for the teachers in the school and (ii) the ordering and allocation of equipment and materials</li> </ul>
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You may also be required to undertake such other comparable duties as the Headmaster requires from time to time.

<b>Person Specification</b> <b>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</b>			
	<b>Essential</b>	<b>Desirable</b>	<b>Method of assessment</b>
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
<b>Qualifications</b>	<i>The professional, technical or academic qualifications that the Applicant <b>must have</b> to undertake the role or the training that they <b>must have</b> received</i> <ul style="list-style-type: none"> <li>• Good Honours Degree in a suitable discipline</li> <li>• Post Graduate Certificate in Education</li> </ul>	<i>The professional, technical or academic qualifications that the Applicant <b>would ideally have to</b> undertake the role or the training that <b>they should ideally have</b> received</i> <ul style="list-style-type: none"> <li>• Degree at 2:1 level or higher</li> <li>• A second degree or additional qualification</li> </ul>	Production of the Applicant's certificates  Discussion at interview  Independent verification of qualifications
<b>Experience</b>	<i>The categories of work or organisations, types of achievements and activities that would be likely to <b>predict</b> success in the role</i> <ul style="list-style-type: none"> <li>• A proven track record of achieving excellent results</li> <li>• Evidence of successful teaching</li> <li>• Experience of teaching all abilities</li> <li>• Experience as a Form Tutor</li> </ul>	<i>The categories of work or organisations, types of achievements and activities that would be likely to <b>contribute to</b> success in the role</i> <ul style="list-style-type: none"> <li>• Experience of computing teaching to Key Stage 2 pupils</li> </ul>	Contents of the application form  Interview  Professional references

<b>Skills</b>	<p><i>The skills <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Excellent communication</li> <li>• Excellent ICT skills</li> <li>• An ability to generate self-confidence in pupils</li> </ul>	<p><i>The skills that would <b>enable</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Ability to deliver ambitious computing lessons to Key Stage 2 pupils</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
<b>Knowledge</b>	<p><i>The knowledge <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Detailed knowledge of the Curriculum at Key Stage 2</li> <li>• Detailed knowledge of the Computing Curriculum at Key Stage 2</li> <li>• Knowledge and understanding of teaching and learning styles</li> <li>• Knowledge of how to make learning accessible and enjoyable for the most able and those with learning difficulties</li> </ul>	<p><i>The knowledge that would <b>enable</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Knowledge of the Early Years and Key Stage 1 Curriculum</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

<p><b>Personal competencies and qualities</b></p>	<p><i>The personal qualities that the Applicant <b>requires</b> to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li>• a passion for education</li> <li>• excellent interpersonal skills</li> <li>• ability to manage time demands and ensure deadlines are met</li> <li>• a willingness to contribute to the School's ethos</li> <li>• a willingness to contribute to the School's extra-curricular programme</li> <li>• can show enthusiasm, tenacity and resilience with the ability to work under pressure, while maintaining a sense of humour</li> </ul>	<p><i>The personal qualities that would <b>assist</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• evidence of commitment to improving leadership skills through continuous professional development and training</li> </ul>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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