



King's Cross
Academy

JOB DESCRIPTION

Post Title:	KS 2 TEACHER	Grade:	MPS 2-6
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The Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the Academy's Policy statements to fulfil the general aims and objectives of the School Development/Improvement Plan.

The postholder will agree major objectives with the Headteacher. These objectives will include:

1. Achieving the highest possible standards of education for pupils in the allocated class.
2. The implementation of whole school policies and programmes to meet the needs of pupils and to improve the level of achievement.

PURPOSE OF THE JOB

To support the development of the Academy and embrace the opportunities and challenges with opening a brand new school.

To ensure the highest possible standards of education of the pupils for whom the teacher has class/group responsibility - socially, emotionally, physically, intellectually and aesthetically.

To ensure the progress and development of pupils within the class and wider school population.

To ensure continuity of policies, practice and curriculum within the class, promoting equal opportunities for all.

RESPONSIBILITY

The teacher is responsible to the Phase Leader.

LIAISON AND CO-OPERATION

The teacher will work in liaison, contact and co-operation with:

- other members of staff, including those from Frank Barnes School for Deaf Children;
- professionals from support and advisory services;
- organisations and networks in King's Cross, Camden and the wider community relevant to the teacher's specialism or subject;
- parents, governors and the local community.

POLICY AND LEGAL FRAMEWORK

The teacher will work within the framework of:

- national legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the School Teachers' Pay and Conditions Act 1991;
- Academy policies and guidelines on the curriculum and school organisation; and to race and gender equality

TASKS AND DUTIES

1. *Planning*

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.

2. *Setting and supervising work*

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere, having regard for the requirements of the National Curriculum or Foundation Stage.

3. *Marking and Recording*

To mark and assess pupils' work, and to record their development, progress and attainment, both at school and elsewhere having regard to the requirements of the National Curriculum, or Foundation Stage and to inform future planning and ensure differentiation.

4. *Discipline and Relationships*

To maintain good order, discipline and respect for others among pupils; to promote understanding of the Academy's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

5. *Communication with parents*

To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

6. *Displays and environment*

To create an attractive and stimulating learning environment, and to contribute to ideas for displays in the Academy as a whole.

7. *Overall policy and review*

To take part in whole-school reviews of policy and aims and in the revision of formulation of guidelines.

8. *Reports*

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the National Curriculum.

9. *Review*

To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate.

10. *Professional*

To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings; and to participate in national or local arrangements for appraisal of staff performance.

11. *Cover*

To supervise, and so far as practicable to teach, any pupils whose teacher is absent to a maximum of 38 hours per annum.

12. *Equality policies*

To help ensure that subject-matter and learning resources reflect Academy policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed.

13. *Model of good practice and Guidelines*

To contribute to the production, and continuous evaluation and review, of whole-school policy and guidelines.

14. *Resources and equipment*

To advise the Phase Leader on the requisition or purchase of books and other learning materials, and of relevant equipment.

15. *Monitoring*

To call in children's books or folders according to the Academy policy, and to check appropriateness of the content, progression and continuity between classes, consistency in marking and responding, and standards of presentation and learning.

16. *Cross Curricular links*

To work with curriculum leaders to ensure that the area of responsibility is taught directly, and also implicitly and indirectly, whenever appropriate, across the whole curriculum of the Academy.

17. *Year group/phase*

To work with curriculum leaders to ensure that there is continuity across year group and phase.

18. *Own development*

To keep abreast of new thinking and practice, by attending courses and continuing professional development sessions, and by reading books, articles newsletters, documents, etc.

19. *Transfers and liaison*

To give information to, and to collect information from, schools to which pupils transfer at 11+; and, whenever appropriate, to promote and improve liaison and continuity between key stages.

20. *Out of Hours' Club*

At least once a week, to run an out of hours' club which builds on the interest of our children and the skills of our staff.
