



Job role:	Class Teacher & TLR2b – Senior Leadership Team
Scope:	Writing, GPS & Handwriting Leader + Class Teacher
Salary grade:	MPS/UPS + TLR2b
Accountable to:	Head of School → Executive Headteacher
Line management structure:	AHT → DHT → HoS → EHT
Liaising with:	All internal and external stakeholders

1.0 Introduction

At Great Linford Primary School we expect the best. To support all staff to reach these high expectations we use a number of key documents to ensure that the job role is clear. Set out below are the key elements of the role. It is important to note that extracts of larger documents have been used to maintain manageability in job description length; the entire original document should be digested as part of this process.

This job description represents the usual duties and requirements of the position; however, the job holder may be required to carry out other duties in line with their ability, training and level of authority. The school reserves the right to change the job with prior notice. The job description does not form part of the Contract of Employment.

2.0 Key Documents

- [School teachers' pay and conditions document](#).
- [Teachers' Standards](#) document.
- Information on pay progression and salary bands can be found in the [Pay Policy for Teaching Staff](#).
- [Great Linford Primary School Code of Conduct](#).
- All policies relating to [Safeguarding and Child Protection](#).

Most documents listed above are available from the school or the internet. If anything further is required, please contact the school office on 01908 605027 for more information.

3.0 Safeguarding, Child Protection and General Responsibilities and Expectations

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

Great Linford Primary School is committed to safeguarding and promoting the welfare of children and vulnerable adults. All employees are expected to share this commitment, to follow the School's Code of Conduct, safeguarding policies/procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives. All school based posts are defined as Regulated Activity and therefore this post is subject to an **Enhanced with Barred List Disclosure & Barring Service check**.

4.0 School Teachers Pay and Conditions Document

At Great Linford Primary School we abide by the School Teachers Pay and Conditions Document. Below is a small section of the document as a reference for this Job Description. It is important to note that the entire document is valid.

[The Writing Leader will be responsible for working with \(and accepting delegated responsibility from\) the Executive Headteacher/Head of School on the following key school areas:](#)

4.1 Main Purpose – All aspects of a standard Class Teacher role plus:

The subject leader will take lead responsibility for providing leadership and management for writing to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

4.2 Duties and responsibilities

- **Strategic direction**
 - Develop and implement policies and protocols for writing in line with our school's commitment to high-quality teaching and learning
 - Promote the subject, its importance, and the value that it brings across the school
 - Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement
 - Use this understanding to feed into the school development plan and produce an action plan for the subject
 - Promote pupils' spiritual, moral, social, cultural, physical and mental development alongside British values in the teaching of the subject
 - Consult pupils, parents and staff about the subject and its effectiveness, and assess the feedback against the school's values, visions and aims
 - Work with the special educational needs co-ordinator (SENDCO) to ensure the curriculum matches the needs of different pupils, such as disadvantaged pupils and those with special educational needs and/or disabilities (SEND)
 - Liaise with Collabor8 and if deemed appropriate the Local Authority or Cluster groups within subject groups on subject-related events, projects and activities
- **Leading the curriculum**
 - Develop and review regularly the vision, aims and purpose for the subject area
 - Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
 - Ensure the planned curriculum is effectively and consistently implemented across the school
 - Make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
 - Have an overarching responsibility for pupils' achievement and standards in the subject area

- **Leading and managing staff**
 - Hold subject specific staff meetings to keep staff informed of any developments or changes (as and when required)
 - Provide support to staff regarding teaching and learning, resources, and planning in the subject area
 - Monitor teaching and learning by visiting lessons, scrutinising books, and talking with pupils to assess how well the subject area is being implemented and how well it is delivered across the school
 - Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
 - Coach and model team teaching
 - Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises

- **Efficient and effective deployment of resources**
 - Work with the Reading and other Curriculum Subject Leaders
 - Create a safe, welcoming environment and take care of the classroom accommodation
 - Provide support with classroom displays for the subject area across the school to ensure they are stimulating, of high quality, and inspire curiosity in pupils
 - Audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs
 - Manage the subject budget effectively to ensure it is spent on resources that add value and enhance the learning experience

5.0 Personal and professional conduct

At Great Linford Primary School, a member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct. This should also be read in conjunction with Great Linford Primary School Code of Conduct.

- Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to their professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- The postholder must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- The postholder must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

6.0 General

Schools benefit from a flexible approach to working arrangements – because of this, the tasks and responsibilities listed here are not definitive. The Executive Headteacher/Head of School may require particular additional duties to be undertaken to suit the specific school's requirements and these may be incorporated in the role requirements as long as they are at a similar and appropriate level to the other listed duties.