Job Description – Class Teacher

This role is subject to the current conditions of employment of teachers, contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation.

JOB TITLE: Class Teacher

ACCOUNTABLE TO: Headteacher / Governors

MAIN PURPOSE:

The teacher will:

- Undertake the normal responsibilities of the class teacher
- Subject Leader responsibilities to be agreed

Class Teacher Job Description:

In consultation with the Headteacher, the teacher will: -

1. Set high expectations which inspire, motivate and challenge pupils

- establish a purposeful and stimulating environment for pupils, rooted in mutual respect, in which diversity is valued and where pupils feel secure and confident
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and follow the Staff Code of Conduct at all times

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and prior knowledge, plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and consider how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in all subjects, address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- demonstrate a clear understanding of systematic synthetic phonics
- demonstrate a clear understanding of appropriate teaching strategies in early mathematics

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching

- contribute to the design and provision of an engaging curriculum

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs, most able, English as an additional language and disabilities; be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and to develop self-control and independence
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- to assist in, and be supportive of, the maintenance of fair discipline and good order throughout the school at all times

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being
- be committed to safeguarding and promoting the welfare of children