



JOB TITLE: CLASSROOM TEACHER

REPORTS TO: LEADER OF LEARNING (IN THE FIRST INSTANCE), DEPUTY HEADTEACHER AND HEADTEACHER

SALARY RANGE: TEACHERS' MAIN PAY SCALE (1-6)

Purpose of the role: To deliver high quality teaching and learning to pupils who are assigned to the post holder.

Conditions of Service: Reference should be made to the School Teachers' Pay and Conditions Policy, including the specific provisions referred to in this job description, and to the National Professional Standards for Qualified Teacher Status published by the DfE.

This generic job description is not intended to be comprehensive. It will be reviewed annually but may need to be modified in the interim following negotiation.

Responsibilities and accountabilities

- ❖ Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- ❖ Be responsible and accountable for achieving the highest possible standards in work and conduct.
- ❖ Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers' professional position.
- ❖ Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- ❖ Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*.
- ❖ Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

OUTCOMES

Attainment & Standards

- ❖ Have extensive knowledge and well informed understanding of assessment requirements and arrangements for the subject areas taught, including those relating to public examinations and qualifications.
- ❖ Know how to use both local and national statistical information to evaluate the effectiveness of teaching and learning.
- ❖ Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, areas for development, attainment and progress.
- ❖ Have up to date knowledge and understanding of how they can meet the learner's needs, including those in vulnerable groups.

Quality of pupils learning and progress

- ❖ Ensure that the quality of a pupils learning and progress is at least good as demonstrated through lesson observations, work sampling, pupil focus groups.
- ❖ Demonstrate that pupils acquire knowledge, develop understanding, learn and practise skills well and therefore they seek to produce their best work and show an interest and enthusiasm for the learning of the subject.
- ❖ Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour learning strategies, in order to personalise learning to provide opportunities for all learner to achieve their potential.
- ❖ Have teaching skills which lead to learners achieving well relative to their prior attainment making their progress, as good as or better than, similar learner nationally.

Pupil behaviour

- ❖ Have high expectations of pupils including a commitment to ensuring that they can achieve their full potential.
- ❖ Establish a fair, respectful, trusting, supportive and constructive relationship with pupils.
- ❖ Demonstrate that pupil behaviour makes strong contributions to positive learning in lessons, by pupils showing that they respond to school and teacher expectations, and they behave in a considerate way towards one and other.
- ❖ Commit to safeguarding and the promotion of welfare and equal opportunities amongst all pupils and colleagues.
- ❖ Where necessary to resolve conflict between pupils and staff and empower pupils to use appropriate strategies to settle differences.

PROVISION

Quality of teaching and learning

- ❖ Ensure that teaching promotes good learning, progress and enjoyment for all pupils by:
 - Having high expectations of all pupils and ensuring that effective support is given to accelerate the progress of any pupil who is falling behind their peers.
 - Having a developed knowledge and understanding of the subject, including how learning progresses within it.
 - Demonstrating a range of teaching styles and activities which sustain pupils' concentration, motivation and application
 - Using time, resources, technology and other adults appropriately to contribute to the quality of learning.
 - Having a sound subject knowledge, which is used to inspire pupils and build their understanding.
 - Planning lessons, which are linked to current assessment of pupils' prior learning, and are differentiated in order to consolidate, build upon and extend learning for all pupils.
 - Using effective questioning techniques, which gauge pupils' understanding and reshape explanations and tasks where this is needed
 - Assessing pupils' progress accurately, both orally and through marking and to allow pupils to make good progress.
- ❖ Working individually and with colleagues to ensure that schemes of work and lesson planning is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to pupils' development and well-being.
- ❖ Being prepared, in consultation with your Leader of Learning, to adjust curricular provision to meet the needs of students effectively.
- ❖ Contribute to cross-curricular provision including literacy, numeracy and ICT.
- ❖ Contribute to curriculum enrichment opportunities.

Leadership and Management

- ❖ Maintain an up to date knowledge and understanding of the professional duties of class teaching assistant/learning support assistant.
- ❖ Promote effective and productive working relationships within the school community.
- ❖ Commit and promote collaboration and cooperative working.
- ❖ Demonstrate a commitment to promoting and developing Brookland Junior School's vision, ethos and strategic intentions.
- ❖ To provide regular feedback to line management in a way, which allows for effective communication and dissemination, promotes good practice and, if necessary, addresses under-performance.
- ❖ To participate in professional development opportunities.
- ❖ To support quality assurance processes such as collaborative planning, work sampling, learning walks, pupil voice activities and lesson observations, which will allow greater consistency in teaching and learning.

Team working and collaboration

- ❖ Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- ❖ Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- ❖ Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- ❖ Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- ❖ Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- ❖ Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.

Administration

- ❖ Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- ❖ Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.

Professional development

- ❖ Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- ❖ Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
- ❖ Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Key Skills

- ❖ Ambition and commitment to improvement;
- ❖ A good role model for pastoral care, classroom practice and behaviour management;
- ❖ Good time management, flexibility and adaptability.

Signature of post holder: _____ **Date:** ____/____/____

Signature of Headteacher: _____ **Date:** ____/____/____

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.