

BURWELL VILLAGE COLLEGE PRIMARY SCHOOL
JOB DESCRIPTION: CLASS TEACHER

MAIN PAY RANGE

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| Scale: | Main Pay Range 1-6 |
| Title: | Class teacher |
| Responsible to: | Headteacher |
| Job purpose: | To be an effective professional who teaches thorough curriculum knowledge, teaches and assesses effectively, takes responsibility for professional development and good pupil progress. |
| Specific responsibilities: | To be agreed |

GENERAL DUTIES

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:-

- teach sensitively and effectively, displaying good teaching practice in line with the aims and objectives of the school's ethos and policies;
- carry out statutory assessment requirements in line with Government Policy;
- work closely with colleagues in the planning and preparation of work, assessment and record keeping;
- manage a stimulating classroom environment and ensure appropriate care of materials and equipment within the classroom;
- liaise with class teachers, the Headteacher, parents and outside agencies in relation to individual pupils;
- report to the Headteacher, Deputy Headteacher or other member of SMT on a day-to-day basis on any pastoral or medical problems concerning pupils;
- work with the SENCO in the planning of activities for children with special educational needs;
- take a shared responsibility for high quality display of work around the school;
- take part in a range of whole school activities including assemblies, sports, concerts, festivals, etc.
- carry out a share of general supervision duties as directed by the Headteacher.

AREAS OF RESPONSIBILITY AND KEY TASKS

a) Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;

- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

b) Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by government, departmental and school procedures;
- prepare and present informative reports to parents.

c) Curriculum Development

- have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance;
- contribute to the whole school's planning activities.

d) Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

e) General Requirements

- understand and apply school policies in relation to health, safety and welfare;
- attend relevant training and take responsibility for own development;
- attend relevant school meetings as required;
- respect confidentiality at all times;
- maintain positive relationships with staff, parents, pupils and visitors to the school;
- carry out duties in accordance with school-based policies and Health and Safety procedures;
- participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager;
- ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy;
- share in the Governing Body's commitment to safeguarding and promoting the welfare of children and young people.

CONDITIONS OF SERVICE

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give

written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's

Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description