

Laurel Lane Primary School
Class Teacher Job Description

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| Post title | Class Teacher |
| Responsible to | Line Manager/Headteacher |
| Pay Spine Terms and Conditions | MPS In addition to the general duties set out in 'The school teachers' pay and conditions document', the following duties are attached to the post. Every member of the teaching staff, regardless of other responsibilities, has a main role as a classroom teacher. The principle duties of any classroom teacher include: |
| Set high expectations, which inspire, motivate and challenge pupils by: | <ul style="list-style-type: none"> • Establishing a safe and stimulating environment for pupils, rooted in mutual respect • Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrating consistently the positive attitudes, values and behaviour, which are expected of pupils. • Promoting good progress and outcomes for pupils by: <ol style="list-style-type: none"> a. Being accountable for pupils' attainment, progress and outcomes b. Planning teaching to build on pupils' capabilities and prior knowledge c. Guiding pupils to reflect on the progress they have made and their emerging needs d. Demonstrating knowledge and understanding of how pupils learn and how this impacts on learning e. Encouraging pupils to take a responsible and conscientious attitude to their own work and study. |
| Demonstrate good subject knowledge by: | <ul style="list-style-type: none"> • Having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions • Demonstrating a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • Demonstrating an understanding of and take responsibility for promoting high standards of Literacy, articulacy and the correct use of standard English |
| Plan and teach well-structured lessons by: | <ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time • Promoting a love of learning and pupils' intellectual curiosity • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • Reflecting systematically on the effectiveness of lessons and approaches to teaching • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). |
| Adapting teaching to respond to the strengths and needs of all pupils by: | <ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • Demonstrating an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development • Having a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |

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| <p>Make accurate and productive use of assessment by:</p> | <ul style="list-style-type: none"> • Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Making use of formative and summative assessment to secure pupils' progress • Using relevant data to monitor progress, set targets, and plan subsequent lessons • Giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| <p>Managing behaviour effectively to ensure a good and safe environment by:</p> | <ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behavior policy • Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. • Managing a class effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • Maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| <p>Fulfil wider professional responsibilities by:</p> | <ul style="list-style-type: none"> • Being responsible for the safeguarding of children and following the safeguarding procedures of the school • Making a positive contribution to the wider life and ethos of the school • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploying support staff effectively • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicating effectively with parents with regard to pupils' achievements and well-being. |
| <p>Personal and professional conduct</p> | <p>Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's 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. • Having 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 • Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities |
| <p>Equal Opportunities</p> | <ul style="list-style-type: none"> • Understand the Academy Trust's Equal Opportunities Policy with regards to pupils, staff, parents, governors and visitors. |

Safeguarding statement

- We take our safeguarding responsibilities very seriously, and we work hard to make sure our school has effective safeguarding systems in place. We expect everyone working in the school to share a common objective to help keep children and young people safe by contributing to:
 - Providing a safe environment for children and young people to learn in
 - Identifying children and young people who are likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

Class Teacher Person Specification

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> Qualified Teacher status | <ul style="list-style-type: none"> Evidence of continuous INSET and commitment to further professional development |
| Experience | <ul style="list-style-type: none"> Experience of teaching at Primary School level as a qualified teacher | <ul style="list-style-type: none"> Teaching across the whole Primary age range Working in partnership with parents Teaching for more than one year Experience working with children on the ASD spectrum |
| Knowledge and Understanding | <ul style="list-style-type: none"> The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) Statutory National Curriculum requirements at the appropriate key stage The monitoring, assessment, recording and reporting of children's progress The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection The positive links necessary within school and with all its stakeholders Effective teaching and learning styles | <ul style="list-style-type: none"> Leading curriculum subject(s) across the school Strategies to improve teaching and learning in the core subjects An understanding of the links between schools, especially partner schools; |
| Skills | <ul style="list-style-type: none"> Ability to plan effectively for the needs of all learners in the classroom The ability to differentiate well for all learners and adapt plans in the light of misconceptions Promote the school's aims positively, and use effective strategies to monitor motivation and morale Develop good personal relationships within a team Establish and develop close relationships with parents, governors and the community Communicate effectively (both orally and in writing) to a variety of audiences Create a happy, challenging and effective learning environment | <ul style="list-style-type: none"> Know how children make good progress Understand how to accelerate the progress of pupils under achieving Be able to use data effectively to plan for the needs of all pupils in the class To develop strategies for creating community links |

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| Personal Characteristics | <ul style="list-style-type: none">• Approachable• Warmth of character• Enthusiasm and energy• Committed and willing to succeed• The ability to communicate at all levels• Positive approach to working with children• Empathetic• Organised and flexible• Patient• Resourceful | |
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