

JOB DESCRIPTION - CLASS TEACHER

Post Title:	Class Teacher
Responsible to:	Headteacher
Responsible for:	The postholder may be responsible for the deployment and supervision of the work of teaching assistant/s relevant to their responsibilities
Grade/Salary:	Main pay range/ Upper Pay Scale in line with School Teachers' Pay and Conditions Document

Main purpose of the job:

- To work within Wimborne Academy Trust Values, Ethos and Vision
- 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 teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, AC members, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able

to use and evaluate distinctive teaching approaches to engage and support them

- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

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 School Teachers' Pay and Conditions document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

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 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 the school's appraisal process

Other

- To have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality
- Follow relevant school procedures and ensure confidentiality at all times
- Perform any reasonable duties as requested by the headteacher/head of school

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.

Person specification – Class Teacher

Criteria	Essential	Desirable
Skills	<ul style="list-style-type: none"> • Ability to inspire and motivate children • Ability to assess children, use AfL effectively and plan accordingly; differentiating work to meet each child's needs • Ability to promote disciplined behaviour throughout the class and school; and to have a positive approach to behaviour management • Strong interpersonal skills to develop pupil and parental relationships • Work effectively as a member of a team • Communicate effectively (both orally and in writing) to a variety of audiences • Use ICT to enhance children's learning as well as for planning, developing the curriculum and communicating • Ability to identify own learning needs • Excellent communication skills • Excellent organisational skills • Ability to prioritise, work under pressure and to meet strict deadlines • Ability to work as part of a team 	<ul style="list-style-type: none"> • Evidence of outstanding lesson observations • Show evidence of commitment to taking an active part in school life, including out of school hours activities • Evidence of continuous professional development and commitment to further professional development relating to curriculum/learning and teaching
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Degree level qualification 	<ul style="list-style-type: none"> • Degree level qualification in English or French
Knowledge	<ul style="list-style-type: none"> • Effective teaching and learning styles • The theory and practice of providing effectively for the individual needs of all children • Understanding the core subject curriculum guidance, and principles and developments of the National Curriculum 	<ul style="list-style-type: none"> • Understanding of current developments regarding the National Curriculum • Understanding the positive links necessary within a school, and in turn with all its stakeholders

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	<ul style="list-style-type: none"> • The monitoring, assessment, recording, tracking and reporting or pupil's progress • The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection 	
Experience	<ul style="list-style-type: none"> • Experience of successfully teaching in primary phased • Experience of either KS2 or KS3 	<ul style="list-style-type: none"> • Experience of working effectively in partnership with parents • Experience of leading a subject area, with ability to show whole school improvement • Experience and willingness to provide extra-curricular activities for children • Experience of both KS2 and KS3
Aptitude and attitude	<ul style="list-style-type: none"> • Ability to work independently on own initiative and also to contribute as part of a management team • Willingness and ability to be flexible in duties and hours worked • Ability to get on well with a wide variety of people, be tactful and ensure confidentiality • Completer and finisher • An interest in issues relating to teaching & learning • Smart and professional appearance • Commitment to safeguarding and protecting the welfare of children 	