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| **Job Description** | **F:\Central Finance\Marketing\NEW GLA Logo\black\GLA_logo.jpg** |
|  | **Gloucestershire Learning Alliance** |

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| **Job Title** | **Class Teacher** |
| **Post Holder** |  |
| **Location** | GLA |
| **Responsible to** | Headteacher |
| **Grade** | Teachers Mainscale |

**Job Purpose**

To deliver high quality teaching and learning to pupils who are assigned to the postholder.

## Introduction

This job description should be read in conjunction with the current School Teachers’ Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher; and the Headteacher, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

## Key Responsibilities

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation. The duties listed below are not, therefore, an exhaustive list of what is required.

* Be responsible for the quality of teaching and learning of all pupils who are assigned to the postholder.
* Supervise the work of any support staff, including higher level teaching assistants and teaching assistants, who are assigned to work with the postholder’s pupils.
* Provide leadership across the school in a designated subject or curriculum area, this to include:

1. monitoring quality and standards
2. contributing to school and Trust planning and self-evaluation
3. providing professional support to other teachers and support staff
4. advising the headteacher on appropriate resources and materials
5. leading appropriate professional development.

* Maintain the expectations for teacher performance within the teacher standards and appropriate pay band

**Job context**

The GLA welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school’s development and, therefore, to the progress of all pupils. All teachers, except those who are newly qualified, will have a lead responsibility for a curriculum area across the whole school and will be supported in that role by their line manager.

For Early Career Teachers (ECT’s), subject leadership will be taken by his/her line manager during their two ECT years at the school.

Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

In particular, teachers at UPS will:

* provide a role mode for professional practice in the school
* make a distinctive contribution compared with other teachers
* contribute effectively to the wider team.

The descriptors below provide the context and expectations for each of the pay bands. It is expected that the criteria for each pay point will be met with the varying levels of support provided and evidence of leadership specified:

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| **Band 1 ‘Teacher’** | | | **Band 2**  **‘Accomplished Teacher’** | | | **Band 3 ‘Expert Teacher’** | | |
| **P1** | **P2** | **P3** | **P4** | **P5** | **P6** | **P7** | **P8** | **P9** |
| ECT’s – Yr1 all | ECT’s - yr2 Most criteria | All criteria | Most criteria | Most criteria | All criteria | All criteria | All criteria | All criteria |
| National Teacher | secure (with | embedded (with | demonstrated. | Secure | embedded | embedded and | consolidated and | consolidated and |
| Standards met | support) | support) |  | (independently) | (independently) | support | support provided | support provided |
|  |  |  |  |  |  | provided in | in most aspects | in all aspects |
|  |  |  |  |  |  | some aspects |  |  |
| Standards are reached with support or guidance.    Has a good knowledge and understanding of the relevant curriculum.    Monitors, analyses and evaluates own class teaching. After NQT year, teachers start to take on a wider range of subject or key stage awareness and responsibility with appropriate support.    Effectively takes on board whole Academy and MAT developments and initiatives. After NQT year, takes an increasingly active role in developments. | | | Has built a good range of practice and accumulated relevant experience. Shares good practice with others.    Independently reaches the standards building experience and sharing good practice with others within own subject/key stage area with support.    Has a secure knowledge and understanding of the relevant curriculum.    Monitors, analyses and evaluates own class teaching and has an awareness of the year group/key stage in order to develop with appropriate guidance.    Is actively involved in whole Academy and MAT developments and may lead or initiate some areas. | | | Has a high level of experience to draw on in order to advise/develop others and to inform own practice. Continues to build experience by extending own research and self-development to lead further initiatives in Academy and MAT development.    Continues to develop a deeper knowledge and understanding of relevant subject and curriculum areas and related pedagogy through active involvement in CPD or research.    Academy wide monitoring, analysis, evaluation and development across a range of areas over time.    Monitors, analyses, evaluates and develops strategies in own key stage but offers support and guidance to others.    Continued active involvement in research and development which helps keep the MAT at the forefront of education. | | |

**Review of duties**

The Postholder’s duties must be carried out in compliance with the school’s policies and procedures including child protection procedures and the Council’s Equal Opportunities Policy, Information Security Policies, Financial Regulations and Standing Orders, the Health and Safety at Work Act (1974), and subsequent health and safety legislation.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the Postholder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**Other Duties and responsibilities**

* Attending and participating in meetings/training where required
* Contributing to the overall values, vision and targets of the Trust
* Following GLA policies and procedures especially those relating to child protection and health and safety.
* Taking appropriate responsibility for one’s own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager.
* Understand the implications of the Data Protection Act and other legislation and to ensure that there is provision to maintain confidentiality of records and information.
* Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

**The above outlines the duties required for the time being to indicate the level of responsibility. It is not a comprehensive or exclusive list and duties may be varied from time to time which do not change the general character of the job or the level of responsibility entailed.**

**Person specification**

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| **Job title:** |  | |
|  | **Essential Criteria** | **Desirable Criteria.** |
| **Qualifications** | Qualified to degree level  Qualified Teacher Status | Evidence of continuous INSET and commitment to further professional development |
| **Professional Experience** | Delivery of a National Curriculum within the 4-11 age range | In addition, the Class Teacher might have experience of:  teaching across the whole Primary age range;  working in partnership with parents. |
| **Knowledge and understanding** | The Class Teacher should have knowledge and understanding of:  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 pupils’ 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. |  |
| **Skills** | The Class Teacher will be able to:  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, Trustees and the community;  communicate effectively (both orally and in writing) to a variety of audiences;  create a happy, challenging and effective learning environment. | In addition, the Class Teacher might also be able to:  develop strategies for creating community links. |
| **Personal characteristics** | Approachable  Committed  Empathetic  Enthusiastic  Organised  Patient  Resourceful |  |

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| **Date:** |  |
| **Next review date:** |  |
| **Signed (post holder):** |  |
| **Signed (line manager):** |  |