**Belmont Junior School**

**JOB DESCRIPTION - CLASS TEACHER**

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

*This job description may be amended at any time following discussion between the head teacher and member of* *staff; and will be reviewed annually.*

**Reports to : Headteacher/Deputy Headteacher/Assistant Headteacher**

**AREAS OF RESPONSIBILITY AND KEY TASKS**

**A. PLANNING, TEACHING AND CLASS MANAGEMENT TO:**

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;
* using ICT to advance learning
* monitoring and intervening to ensure sound learning and discipline;
* using a variety of teaching methods to:
1. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
2. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
3. select appropriate learning resources and develop study skills through library, ICT and other sources;
* ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; and
* evaluate their own teaching critically to improve effectiveness.

**ADDITIONAL STANDARDS**

* take 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;
* liaise with and act upon advice from the Inclusion Manager and external agencies eg EP, Speech & Language Therapist;
* encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
* use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
* manage parents/carers and other adults in the classroom;
* maintain an attractive and stimulating classroom environment and contribute to and take some responsibility for communal display areas;
* produce special class, year group or key stage assemblies during the year, as necessary; and
* plan, organise and implement class trips as appropriate within the topics planned with regard to both educational value and health and safety.

**B. MONITORING, ASSESSMENT, RECORDING, REPORTING -TO:**

* 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; and
* prepare and present informative reports to parents/carers.
1. **OTHER PROFESSIONAL REQUIREMENTS – TO:**
* have a working knowledge of teachers' professional duties and legal liabilities;
* operate at all times within the stated policies and practices of the school with particular reference to the Equal Opportunities, Race Equality and Child Protection Policies;
* 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 beyond, to meet high expectations
* 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 their own professional development and duties in relation to school policies and practices;
* liaise effectively with parents/carers and governors;
* take on any additional responsibilities which might from time to time be determined by the Head Teacher

**Belmont Junior School**

**Class Teacher Person Specification**

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| **Qualifications and experience** |
| QTS  |
| A willingness to undertake personal and professional development |

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| **Knowledge and Understanding** |
| A clear knowledge and understanding of what makes effective teaching and learning and how to develop best practice in the core basic skills |
| Thorough knowledge and understanding of the National Curriculum |
| An understanding and experience of inclusive practice |

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| **Skills and Competencies** |
| Excellent classroom practitioner who can inspire children and utilise a range of strategies to enable children to achieve outstanding progress  |
| Ability to set and achieve ambitious, challenging goals and targets for children, staff and the whole school |
| Ability to communicate effectively, in writing and orally, with a variety of audiences |
| The ability to work in a way that promotes the safety and well-being of children |
| Ability to maintain good relationships with staff, pupils, parents, governors and the local community |
| Confident in using a range of resources, including ICT, to make learning accessible to all children |
| Ability to create an inspiring learning environment which enables children of all needs and abilities to achieve success |
| Excellent behaviour management skills  |
| Good record of attendance and punctuality |

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| **Personal Qualities and Attributes** |
| Happy to ‘go the extra mile’ in the interests of the children |
| Highly motivated and passionate about teaching and enabling children of all abilities and backgrounds to achieve |
| Reflective practitioner committed to personal development |