



## CHASE SIDE PRIMARY SCHOOL

### Job Description

### CLASS TEACHER

#### **Core Purpose**

To ensure a high quality education for all pupils in a designated class and improve the quality of learning and standards of achievement. To carry out the professional duties of a teacher as set out in the current edition of the School Teacher's Pay and Conditions Document.

The following details are a summary the major tasks expected of the class teacher as set out in the School Teacher's Pay and Conditions Document.

#### **DIRECTLY RESPONSIBLE TO:**

The Headteacher

#### **MAIN PURPOSE OF JOB AND PRINCIPAL ACCOUNTABILITIES:**

##### **1. Liaison and Co-operation**

The teacher will work in liaison, contact and co-operation with:

- other members of staff
- members of Borough support and advisory services organisations
- networks and agencies relevant to the teacher's specialism of subject or the needs of children in their class or care
- parents, governors and local community
- ensuring effective and professional relationships are developed and maintained

##### **2. Policy and Legal Framework**

The teacher will work within the framework of:

- Teacher's Standards (2012) (and any subsequent legislation)
- National legislation, including Education Act from 1994 to 1986
- the Schoolteachers Pay and Conditions Document (STPCD) 2006 (and any subsequent legislation)
- school policies and guidelines on the curriculum and school organisation

##### **3. Tasks and Duties**

The Teacher's Standards stipulates the minimum standards for teachers to be meeting and the STPCD lists the duties to be included in all Job Descriptions for teachers. The following statement is intended to incorporate all the duties and expectations itemised in the Teacher's Standards and Schedule 3 of the Act, and any subsequent statutory instruments made under either of these.

The tasks and duties listed below are minimum required for all teachers. These may be reviewed at least once a year, usually in the Summer Term.

#### **Planning/Knowledge and Understanding**

- To understand the structure and balance of the National Curriculum, RE and other associated areas, PSHE and Citizenship (including the Chase Side Curriculum)
- To have detailed knowledge and understanding of expectations and level descriptors with particular emphasis on the core subjects (as used by the school)
- Be familiar with the Code of Practice on the identification and assessment of Special Educational Needs and implement and keep records on individual education plans for pupils with an EHCP or other area of need
- Understand the needs of pupils for whom English is an additional language and the stages of development so that their learning can be supported effectively
- To broadly understand the requirements and progression for children through the primary phase

- including Key Stages other than where you are teaching; from Foundation Stage to KS1 to KS2 and links with KS3
- To plan and prepare courses, schemes or work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class

#### **b) Teaching and Class Management**

- To teach a class, or classes, groups or individual pupils, and to set tasks to be undertaken within the school environment (including outdoor learning/ area/orchard) which challenge pupils appropriately
- Ensuring pupils make good or better progress in their learning through:
  - o Identifying clear learning intentions and success criteria with the pupils, specifying how they will be taught and assessed ensuring the best use of teaching time
  - o Setting tasks for the whole class, groups and individuals which are appropriate to needs and incorporate a range of learning styles to promote pupils who are active problem solvers and motivated, independent learners
  - o Setting appropriate and demanding expectations
  - o Identifying pupils who have special educational needs, are very able/talented or who are not yet fluent in English and set tasks accordingly for these children
  - o Providing a clear structure for lessons, maintaining pace and challenge throughout
  - o Ensuring opportunities that contribute to pupil's personal, spiritual, moral, social and cultural development
  - o Setting high expectations for pupil's behaviour
  - o Establishing a safe, supportive and stimulating learning environment

#### **c) Assessment, Marking and Recording**

- To mark and assess pupils' work providing constructive feedback and setting targets to support pupils to make good progress and improve specific aspects of teaching, as specified in the Marking and Feedback Policy
- To incorporate recommendations as set out in EYFS, KS1 and KS2 guidance to support assessment opportunities
- Assess and record each pupil's progress systematically and use records to ensure that pupils make demonstrable progress
- Check that pupils have understood and completed work set
- Monitor strengths and weaknesses
- Inform planning
- Ensure that children continue to make demonstrable progress

#### **d) Promoting Safeguarding and positive behaviour**

- To set a good example to the pupils through your presentation, personal and professional conduct
- To promote respect and understanding for others amongst pupils and adults in the school community
- To promote understanding of the school's moral code and values. To safeguard health and safety and to develop relationships with and between pupils conducive to optimum learning

#### **e) Communication with parents**

- To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress. To draw their attention to particular concerns, areas for future development and support at home

#### **f) The classroom and school environment**

- To establish and maintain an attractive, creative and stimulating classroom environment, and to contribute to displays in the school as a whole

#### **g) Overall policy and review**

- To take part in whole school reviews of policy and aims, and in the revision formulation of guidelines
- To be familiar with health and safety issues, including subject specific, child protection procedures and positive behaviour management plans including Rights and Responsibilities

#### **h) Reports**

- To provide or contribute to oral and written assessments, reports and references at school, relating to the development and learning of individual pupils and groups of pupils

#### **i) Review**

- To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes and amendments as appropriate – to reflect evolving trends and whole school priorities

**j) Professional development**

- Take responsibility for your own professional development, including knowledge of school policies and procedures
- To keep up to date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the Headteacher
- To use recent monitoring and inspection evidence as well as personal reflection/training to develop good quality teaching and learning
- Be aware of the role and purpose of the school governing body

**k) Corporate life**

- To take part in the corporate life of the school by, for example, attending assemblies, FOCS and community events. Registering the attendance of pupils, and supervising pupils before and after school sessions

**l) Cover**

- To supervise, and in so far as practical to teach any pupils whose teacher is absent. These requirements will be set within the framework set by the expectations of the National Agreement

**m) Performance management**

- To participate in arrangements made in accordance the performance management regulation for the evaluation of one's own performance and that of other teachers

**n) Staff meetings**

- To participate in meetings at the school which relate to the curriculum, pastoral and organisational aspects of the school

**o) Equality policies**

- To help ensure that subject matter and learning resources reflect Borough and school policies on race and gender equality, and that the implications of these policies are applied in all aspects of school life
- To undertake other duties as the Headteacher may reasonably direct

**Chase Side Primary School**  
***Class Teacher – Person Specification***

<b>Essential Qualities</b>	<b>Desirable Qualities</b>	<b>Ascertained by</b>	<b>App form</b>	<b>Interview</b>	<b>Lesson observation</b>	<b>Reference</b>
Qualified Teacher Status (or ECT)	Evidence of participating in or leading continuous INSET and commitment to further professional development	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Documentary Evidence</li> </ul>	✓			✓
Teaching experience or effective practice in EYFS/Key Stage 1/Key Stage 2	Able to teach across a wide range of subject and learning styles in the primary school	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Evidence of consistently good or outstanding Teaching and Learning using most recent curriculum guidance/expectations documentation	Evidence of outstanding Teaching and Learning using the Primary Framework and other relevant sources effectively to enhance creativity	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Experience of challenging and differentiating for children of varying attainment levels, addressing a variety of learning styles	Willing to teach/ develop skills in all Key Stages covered by the school	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Have experience of working with other adults, support staff, teachers and other professionals in the classroom effectively		<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Experience of or ambition to lead a curriculum area across the whole school	Experience of effectively leading in a foundation or other curriculum area across the school	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Have taken part in extra-curricular activities	Willing to contribute to and develop an extra-curricular area	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Good working knowledge of the National Curriculum and evidence demonstrating implementation creatively	Evidence of outstanding Teaching and Learning using the Primary Framework and other relevant sources effectively to enhance creativity	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>		✓	✓	✓

Able to use IT skills effectively for themselves and for teaching across a wide range of subjects Have a good knowledge of the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN, Child Protection and Safeguarding		<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Understanding of formative assessment and active learning environments and their use to raise standards	Evidence demonstrating effective formative assessment strategy implementation	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	
Able to use different teaching and learning styles effectively to raise standards	Ability to make use of appropriate data to analyse the performance of pupils and set targets	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Activity observation</li> </ul>		✓	✓	
Promote the school's vision, values and ethos positively and use effective strategies to monitor and promote motivation and moral	Experience of contributing positively to curriculum and school development	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	
Able to create a safe, happy, challenging, stimulating and effective learning environment for all children		<ul style="list-style-type: none"> <li>• Interview</li> <li>• Activity observation</li> </ul>	✓	✓	✓	
Ability to encourage and develop independent learning	Experience of contributing positively to curriculum and school development	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Activity observation</li> </ul>	✓	✓	✓	
Able to create a safe, happy, challenging, stimulating and effective learning environment for all children	Experience of contributing positively to curriculum and school development	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓
Ability to work closely and effectively as part of a team	Ability to lead and develop a team including support staff	<ul style="list-style-type: none"> <li>• Interview</li> <li>• Activity observation</li> </ul>	✓	✓	✓	
Communicate effectively (both orally and in writing) to a variety of audiences		<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓

Establish and develop close and appropriate relationships with parents, governors and the community	Develop strategies for creating school community links	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Application form</li> </ul>	✓	✓		✓
Evidence of very good and highly effective classroom management skills	Proven ability to demonstrate outstanding classroom management and motivation	<ul style="list-style-type: none"> <li>• References</li> <li>• Interview</li> <li>• Activity observation</li> <li>• Application form</li> </ul>	✓	✓	✓	✓