



Job Description - Class Teacher

Responsible to: Headteacher and the Governing Body

OVERALL RESPONSIBILITY

- To maintain and build upon the current teacher's standards as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. 10% of timetabled time will be designated as PPA time.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching & Learning:

1. Teach a broad based, imaginative curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
2. Be responsible for a designated classroom/teaching area and associated resources, producing a quality, tidy learning environment of the highest standard, keeping this up to date with the current curriculum taught.
3. Direct and evaluate the impact of the use of any support staff or class helpers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
4. Use the allocated PPA time to plan effective lessons which have clear teaching aims, objectives, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
5. Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
6. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
7. Employ homework to consolidate and extend learning in line with school policy.
8. Provide an up to date, challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
9. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
10. Plan and provide structured learning opportunities, which engage pupils' interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
11. Employ clear presentation and good use of resources.

12. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
13. Implement and keep records on One Page Profiles and Provision Maps.
14. Take responsibility for the needs and outcomes of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEND;
 - are not yet fluent in English;
 - pupil premium
 - more able pupil premium
15. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
16. Encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning for all pupils.
17. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
18. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so pupils become responsible members of society.
19. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also, to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
20. Develop in pupils an appreciation of human achievements, failures and aspirations.
21. Develop in pupils positive attitudes towards, and concern for, the environment.
22. Support the sharing of good practice of teaching and learning as required by involvement in the school's teaching school (through mutual agreement).
23. Support the school's themed days/weeks with imaginative and enriching learning opportunities which enhance outcomes.
24. Once induction as an early career teacher is successfully completed, to lead at least one key subject across school effectively, reporting to the SLT on impact and progress.
25. To support an after school club to enhance the wider life of the school.
26. To attend events e.g. PTA events to support the wider life of the school.
27. To contribute to the staff team positively as required by the headteacher.

Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of accurate identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Write/collate high quality, accurate and informative annual reports to parents/carers in line with expectations outlined by the SLT.
4. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.

5. Lead the implementation of any targeted work for pupils with SEND as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
6. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
7. Prepare pupils for National Curriculum/EYFS Assessments.
8. Carry out or support senior colleagues in the administering of National Curriculum Tests/EYFS assessments.
9. Ensure assessments are accurate through effective moderation and are updated in a timely way in line with the school's agreed assessment and monitoring calendar.

Curricular Knowledge & Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and Early Years Curriculum 2021, plus any new initiatives.
2. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
3. Keep up to date with research and developments in pedagogy and curriculum content, including The Great Teaching Toolkit.
4. Support the ongoing developments in English, Mathematics, Computing skills and to implement the ITT National Curriculum for Computing in subject teaching.
5. To lead remote education if required using Google Classroom and Zoom.
6. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

Professional Standards & Development

1. Maintain a positive, professional presence in the workplace, leading by example.
2. Be emotionally resilient.
3. Attend and participate in open evenings and pupils' performances.
4. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
5. Be aware of the role and functions of the Governing body.
6. Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.
7. Be able to critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
8. Be able to establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
9. Assist in the development of the School Curriculum in line with the School's Improvement plan.
10. Assist in the maintenance of good discipline in and around the School.
11. Attend meetings within the constraints of directed time and contribute to the development of curriculum and any other relevant aspects of the life of the School.

12. Attend leadership meetings, contributing effectively to the ongoing development of key areas of school life.
13. To adhere to all policies of the school.
14. Manage your own time effectively.

Health and Safety

1. To be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Cooperate with the employer on all issues to do with Health, Safety & Welfare.
3. To follow Covid Risk Assessments as required.

Equality and Diversity

1. Be aware of and support differences and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the standards and equal opportunities of the school.
2. Recognise and appropriately challenge any incidents of racism, bullying, harassment or victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures and making sure the individual/s involved understand it is unacceptable.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
4. Use professional learning time effectively to advance your own practice and make a proven impact on pupil outcomes.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring & Reporting

1. Consider the pupils' welfare as paramount and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE lessons.
3. Use a counselling approach to help pupils explore thoughts, feelings and solutions to problems.
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Liaising with Others

1. Consider carefully who is the most appropriate person to help in a specific situation and determine who should make contact, when and how, etc.

2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform appropriate Learning Mentor/SLT about social or behavioural issues related to pupils.
4. Contact parents, if appropriate, after proper consultation with Senior leaders or the Headteacher.
5. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
6. Keep up-to-date with Child Protection Procedures and notify the 'named person' of any concerns about a child. Follow all safeguarding policies.

Representing Pupils

1. Take action on behalf of pupils when appropriate.
2. Speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting.
3. Act as a 'referee' by writing a reference for the pupil to other individuals/institutions, e.g. new school or drama school.

As part of this job description, I agree to all statements listed above. In addition, in line with safeguarding expectations, I confirm that I have read, can articulate and will agree to implement and adhere to the following policies and annexes:

- * **Keeping children safe in education**
- * **Safeguarding and Child protection policy and all associate policies as listed in the CP policy for this academic year**
- * **Guidance for Safer working practices in educational settings**
- * **Whistleblowing Policy**
- * **Online safety Policy**
- * **Behaviour Policy**
- * **All GDPR policies**

Signed

Date

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment. This post will be subject to an enhanced check with the Disclosure and Barring Service and references regarding your suitability to work with children.

We promote diversity and want a workforce, which reflects the population of Leeds.