



**Job Title:** Class Teacher

**Responsible to:** Headteacher and the Governing Body

### **Purpose of job**

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teaching Standards for qualified teachers and uphold these standards in addition to the professional code of the National College for Teaching and Leadership for England.

### **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. Provide an up to date, challenging, yet supportive learning environment which stimulates maintains and develops, lively enquiring minds.
7. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
8. 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.
9. Employ clear presentation and good use of resources.
10. 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.
11. Implement and keep records on One Page Profiles and Provision Maps.

12. 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
13. 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.
14. 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.
15. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
16. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils become responsible members of society.
17. 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.
18. Develop in pupils an appreciation of human achievements, failures and aspirations.
19. Develop in pupils positive attitudes towards, and concern for, the environment.
20. Support the sharing of good practice of teaching and learning as required by involvement in the school's teaching school (through mutual agreement).
21. Support the school's themed days/weeks with imaginative and enriching learning opportunities which enhance outcomes.
22. 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.
23. To attend events e.g. PTA events to support the wider life of the school.
24. 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 2023, 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.
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 Teams 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-bulling, 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 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. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

### **Equality and Diversity**

1. Be aware of and support difference 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 own practice and make proven impact on pupil outcomes.

### **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, feeling 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 determining 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.

**Safeguarding**

1. To have responsibility for safeguarding and to promote the safety and wellbeing of children in school and to follow safeguarding and child protection procedures in school
2. The school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment

**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 .....

**EMPLOYEE SPECIFICATION:**  
 Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

SKILLS	Ess	Des
High level of written, oral and communication skills	*	
Ability to communicate effectively orally and in writing to a range of audiences	*	
High level of organisational and planning skills	*	
An excellent classroom practitioner	*	
Work effectively as part of a team, relating well to colleagues, pupils and parents	*	
Ability to demonstrate a commitment to equality of opportunity for all pupils	*	

Ability to investigate, solve problems and make decisions	*	
Management of people and resources	*	
Able to use own initiative and motivate others	*	
Ability to demonstrate high level ICT skills in personal and educational situations	*	
Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them	*	
Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	*	
Ability to offer expertise in a specific subject or area		*
Ability to teach across primary age range		*
Commitment to an involvement in extra-curricular activities.		*
Evidence of sharing in and contributing to the corporate life of the school.		*
Experience of working with children with SEN		*

KNOWLEDGE/PROFESSIONAL DEVELOPMENT	Ess	Des
Knowledge of current educational practice and issues	*	
Evidence of continuing professional development	*	
Take responsibility for their own professional development	*	
Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT	*	
Effective use of ICT to support learning	*	
Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.	*	
Full working knowledge of relevant polices/codes of practice/legislation	*	
Knowledge of all phases of primary/secondary education (as appropriate)		*
Understanding of the implications of the Code of Practice for Special Educational Needs for teaching and learning		*

LEADERSHIP	Ess	Des
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As the lead professional in the classroom show an ability to advise and support other staff	*	
Establish clear expectations and constructive working relationships in your own classroom through team working and mutual support; devolving responsibilities and delegating tasks where appropriate	*	
Plan, allocate, support and evaluate work undertaken by other staff in the classroom	*	
Lead professional development through example and support		*

DISPOSITION AND ATTITUDE	Ess	Des
Positive and optimistic attitude towards School Improvement and Inclusion	*	
Open-minded and receptive to new ideas, approaches and challenges	*	
Places high priority on effective team working and works easily and comfortably in a team environment	*	
Commitment to an involvement in extra-curricular activities.		*
Evidence of sharing in and contributing to the corporate life of the school.		*