

Job Description

POST TITLE: Class Teacher

GRADE: MPS

MAIN PURPOSE: Teaching

Promoting the highest standards of behaviour in order to promote a calm working environment in the academy, and to create an atmosphere conducive to learning.

Delivering high standards of teaching and learning and ensuring good pupil progress.

RESPONSIBLE TO: Head Teacher

RELATIONSHIPS WITH: Primary & Trust wide teaching colleagues
SENCO & teaching assistants
Support staff
Parents
Local community and educational providers
Governors and stakeholders

Introduction

Each teacher is responsible for all aspects of teaching and learning for those classes and students assigned to them. This involves the organisation and administration of classes, the preparation of lesson plans and teaching within school guidelines and schemes of work. Each member of staff has a responsibility to promote high quality throughout their work and that of the Key Stage, Academy and Trust as a whole. In particular it is important to maintain high standards of achievement and to encourage all students to fulfil their potential through effective teaching and high expectations.

In teaching at Archway Learning Trust importance is attached to:

Team work
Open consultation and participation in decision making
Good communication
Mutually supportive approach - sharing responsibility, success and problems
Exercising positive leadership with students
Maintaining high personal and professional standards
Being forward looking and anticipating change

Main Responsibilities

- Teach students of the full range of ability;
 - Contribute to the development of the Key Stage's curriculum;
 - Attend and contribute to school assemblies and acts of worship, as applicable;
 - Follow Academy and departmental procedures on assessment, recording and reporting, including communication with parents at consultation evenings;
- Take part in class activities such as trips and visits;
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 and other adults in the classroom.
- Carry out a share of supervisory duties in accordance with published rotas;
- Set and mark home learning in accordance with Academy and Key Stage policies;
- Participate in meetings with colleagues and/or parents/carers with regard to the above responsibilities.
- Plan teaching activities to achieve progression of students
- Assess learning objectives to determine whether they have been achieved and use the assessment to improve teaching and learning.
- Follow and implement Trust policies and procedures

Teacher Responsibilities

- To deliver high standards of teaching which leads to strong pupil progress for all, from those who have additional needs, to those who need high levels of challenge.
- Attend meetings as required.
Contribute to the creation of a climate that enables all staff to develop and maintain positive attitudes towards their teaching.
- Work collaboratively with leadership and other staff on identified academy priorities.
- To ensure that the school complies with all statutory requirements in terms of the curriculum, assessment and recording and reporting of pupils' attainment and progress.
- To implement appropriate strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- To use data effectively to establish clear and challenging targets for pupil achievement and improvement, including SEN, Gifted and Talented, pupils with English as an additional language and other learning groups as appropriate and identified.
- To liaise with relevant members of staff including outside agencies.
- To implement policies and practices for assessing, recording and reporting pupils' attainment and progress.
- To develop appropriate networks with other outside agencies, including cluster groups, network learning communities, business, industry, community groups and ITT providers.

General Notes

- 1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a Teacher;
- 2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed;
- 3) These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Staff Conduct

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community.
- We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.

- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

Person Specification – Teacher

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> • Relevant ‘A’ Levels (or equivalent); • Qualified Teacher Status; • Evidence of continuing professional development or further professional study; 	<ul style="list-style-type: none"> • Good honours degree (2:1 or better);
<u>Experience</u>	<ul style="list-style-type: none"> • A proven track record for delivering high standards within the primary phase; • Experience of working with children with a wide variety of learning needs; • Experience of working in partnership with a wide range of stake holders including parents, governors, and a range of professionals from other agencies; 	<ul style="list-style-type: none"> • Experience of providing a good level of challenge to higher attainers in order to ensure good pupil progress. • Experience of raising achievement in all aspects of core subject (English or Maths); • Strong knowledge and pedagogy for phonics using the Little Wandle programme
<u>Knowledge and understanding</u>	<ul style="list-style-type: none"> • An understanding of current educational developments and a clear grasp of issues relating to Primary Education; • Sound knowledge and understanding of Assessment for Learning strategies; • A sound understanding of the way in which the environment (both inside and outside) can be used to facilitate children’s learning; • An understanding of and commitment to learning through a creative curriculum • An understanding of and commitment to equal opportunities <p>Sound knowledge in the use of ICT across the Curriculum</p> <p>The monitoring, assessment, recording and reporting of pupils’ progress;</p>	<ul style="list-style-type: none"> • A sound understanding of school evaluation including the processes within Ofsted;

	<ul style="list-style-type: none"> • The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; 	
<u>Skills and Abilities</u>	<ul style="list-style-type: none"> • Ability to work as part of a team and motivate others; • Confident user of ICT; • Ability to solve everyday problems by using initiative, flexibility and creativity; • Good organisation and time management skills; • Ability to work under pressure and remain calm and positive; • Good/outstanding classroom practitioner; • Ability to use innovative, active teaching methods; • Well developed and effective communication skills, written and verbal; • Ability to use data effectively to drive school improvement; • Good interpersonal skills and an ability to work effectively in and support and manage teams; • Ability to work effectively with students with a range of needs. 	
<u>Personal Characteristics</u>	<ul style="list-style-type: none"> • Energetic, enthusiastic and enjoys new challenges and leading change; • An empathy for students from a wide variety of social, cultural and SEN backgrounds; • Ability to be in full support the important Christian values of the Trust; • A willingness to work hard with enthusiasm and vision; • Resilience; • Tact and sensitivity; • Integrity, emotional intelligence and good judgement; 	

	<ul style="list-style-type: none">• Confidence, independence and flexibility;• Calm under pressure;• Well-organised.	
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