

# **St Michael with St John Church of England Primary School**



***Nurture, Inspire, Achieve!***

## **Job Description – Class Teacher**

### **Our Vision**

Guided by our Christian values, we strive to inspire and raise aspirations. We will nurture our children so they are equipped to overcome life's challenges and make a positive contribution to society. We endeavour to instill love and respect for one another, working together to create a happy school community.

***With God all things are possible (Matthew 19:26)***

## **CORE PURPOSE**

Teachers at St Michael with St John CE Primary School make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## **CLASS TEACHER GENERAL DUTIES**

In addition to the general requirements printed in the latest "School Teachers' Pay and Conditions Document," your general duties as a class teacher at St Michael with St John CE Primary School will be:

- 1. To carry out the ideals of and preserve and develop the Christian vision, values and ethos of the school.**
- 2. Set high expectations which inspire, motivate and challenge pupils**
  - Establish a safe and stimulating environment for pupils, rooted in mutual respect.
  - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
  - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 3. Promote good progress and outcomes for pupils**
  - Be accountable for pupils' attainment, progress and outcomes.
  - Plan teaching to build on pupils' capabilities and prior knowledge.
  - Guide pupils to reflect on the progress they have made and their emerging needs.
  - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
  - Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 4. Demonstrate good subject and curriculum knowledge**
  - Have a secure knowledge of the relevant subjects and curriculum areas.
  - Foster and maintain pupils' interest in the subject, and address misunderstandings.
  - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
  - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.
  - Demonstrate a clear understanding of appropriate teaching strategies for mathematics.
  - Keep abreast of national / local initiatives.
- 5. Plan and teach well-structured lessons**
  - Impart knowledge and develop understanding through effective use of lesson time.
  - Promote a love of learning and children's intellectual curiosity.
  - Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
  - Reflect systematically on the effectiveness of lessons and approaches to teaching.
  - Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
- 6. Adapt teaching to respond to the strengths and needs of all pupils**
  - Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
  - Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
  - Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
  - Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## **7. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **8. Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **9. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school, attending events and leading / taking part in clubs after school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Attend staff meetings and assemblies.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being, including at parent's evenings.
- Prepare reports for parents and other agencies.
- Participate fully in Teacher Appraisal procedures.

A teacher at St Michael with St John CE Primary School is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Regarding the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Having proper and professional regard for the ethos, policies and practices of St Michael with St John CE Primary School, and maintain high standards in their own attendance and punctuality.
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Participate in discussions leading to the development of whole school policies.
- Present oneself smartly.

## **CONDITIONS OF EMPLOYMENT**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body and to uphold the school's policy in respect of child protection matters.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document. Particular attention is drawn to Section 66 *'Teachers with leadership and management responsibilities are entitled, as far as is reasonably practical, to a reasonable allocation of time within school sessions to support the discharge of their responsibilities'*.

The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.