



**LONDON BOROUGH OF RICHMOND UPON THAMES  
EDUCATION DEPARTMENT**

**JOB DESCRIPTION  
CLASS TEACHER**

<b>GRADE:</b>	Main Pay Spine
<b>HOURS OF DUTY:</b>	Part-Time (2 or 3 days)
<b>REPORTS TO:</b>	Headteacher

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually as part of the Annual Performance Management meeting.

**DUTIES AND RESPONSIBILITIES**

To carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher:

**STANDARDS AND ACHIEVEMENT**

Be fully committed to the Lowther ethos and act in a way that fully prevents these values

**Assessment**

- Setting clear and challenging targets for each pupil that builds on prior attainment.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work and set targets for progress.
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the standard at which the pupil is achieving.

- Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Know the assessment requirements and arrangements for the curriculum, including those relating to statutory tests and school's own assessment procedures.
- Use an appropriate range of approaches to assessment, both summative and formative.
- Use local and national data to evaluate the effectiveness of their teaching, to monitor the progress of the children and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to give children accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of a range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring childrens' progress and levels of attainment.

### **Professional Standards**

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Provide children, colleagues, parents and carers with timely, accurate and constructive feedback on their attainment, progress and areas for development.
- Support and guide children so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose childrens' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

## **TEACHING AND LEARNING**

### **Planning**

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
  - 1) are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
  - 2) use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
  - 3) take account of the prior learning and attainment of the children teach and underpin sustained progress and effective transitions.
- Plan, set and assess homework to extend and consolidate childrens' learning.
- Identify and provide opportunities for children to develop English, Maths and Computing skills and thinking skills appropriate to their age and abilities.

### **Subject knowledge**

- Have a secure knowledge and understanding of the curriculum and cross-curricular learning, recent relevant developments and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks.
- Know how to use skills in literacy, numeracy and computing to support their teaching and wider professional activities.

### **Management of pupil learning**

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Identify SEN or very able pupils.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Make effective use of assessment and ensure coverage of programmes of study.
- Ensure effective teaching and best use of available time.
- Monitor and intervene to ensure sound learning and discipline.
- Use a variety of teaching methods to:
  - 4) match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  - 5) use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;

- 3) select appropriate learning resources and develop childrens' independent study skills.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.
- Identify and use opportunities to personalise and extend learning through extra-curricular contexts where possible making links between in-school learning and learning in out-of-school contexts
  - (a) Manage behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
  - (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of children.
- Promote childrens' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Work as a team member with teaching colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Work as a team leader for Teaching Assistants and volunteers

### **Pastoral Care and Safeguarding**

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences
- Know how to make effective personalized provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well being of children and young people
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children whose progress or well-being is affected by changes or difficulties in their personal circumstances
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of the children so that they feel secure and sufficiently confident to make an active contribution to learning and to the school
- Make use of the local arrangements concerning the safeguarding of the children

### **Pupil and community voice**

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught:
  - Evaluate their own teaching critically to improve effectiveness
  - Prepare and present informative reports to parents
  - Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development
  - (a) Communicate effectively with learners and colleagues
  - (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
  - (c) Recognise that communication is a two-way process and encourage parents and Carers to participate in discussions about the progress, development and well being of the children
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well being of children, and to raising their levels of attainment
- Have a commitment to collaboration and co-operative working where appropriate. Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts
- Commitment to involvement in wider school life.