



St Paul's Hoddlesden C of E Primary School

Class Teacher Job Description

Job Title: Class teacher
Subject Responsibility: TBC
Responsible to: Headteacher

This job description is subject to the current conditions of employment for Pre Threshold teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the Teacher's Standards 2014 and other current legislation. All teachers are asked to familiarise themselves with the National Professional Standards as this will be part of Performance Management review.

Teaching staff are expected to:

- Teach challenging, well-organised, planned and structured lessons and sequences of lessons across *KS1 or KS2* (depending on deployment/experience).
- Set high expectations which inspire, motivate and challenge whilst promoting a love of learning.
- Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promotes equality and inclusion.
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives so as to promote good progress and outcomes by pupils.
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- Adapt teaching to respond to the strengths and needs of the pupils you teach, introducing new ideas and concepts clearly, using explanations, questions, discussions and plenaries effectively.
- Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately using effective differentiation to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Design opportunities for learners to develop their reading, writing, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Evaluate lessons carefully and reflect on the effectiveness of lessons and approaches to teaching.
- Plan, set and assess home learning to sustain learners' progress and to extend and consolidate their learning.
- Make accurate and productive use of assessment and tracking data

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Give regular feedback to pupils to support and guide them 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 data as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- 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.
- Manage behaviour effectively to ensure a good and safe learning environment
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Fully support colleagues and implement school policies at all levels
- To attend staff meetings and INSET days as organised by the school
- To act as a subject coordinator following discussion of a suitable area with a member of SLT and report on data and standards.
- Fulfil wider professional responsibilities such as making a contribution to the wider life and ethos of the school.

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised 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.
- Develop effective professional relationships with colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people and know when to call on advice and feedback from colleagues.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- 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 and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- You must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Treat pupils with dignity, respect and at all times observe proper boundaries appropriate to a teacher's position.
- Do not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect.
- Have proper and professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.