



**Fressingfield C of E Primary School**  
**Role of the Class Teacher- Job Description**

**Job Description:** Class Teacher

**Responsible To:** The Executive Headteacher of Fressingfield CoE Primary

**Main Responsibilities:**

To carry out the duties of a School Teacher as contained in the latest School Teachers' Pay and Conditions.

The organisation of the school is based on the role of the Class Teacher, which is as follows (taken from September 2012 teaching standards):

**To 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.

**Promote good progress and outcomes by pupils:**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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.

**Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote 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 area(s).

#### **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.

#### **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.

#### **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.

#### **Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 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.

#### **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
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others and 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.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

#### **Coordinate a curriculum area**

- In consultation with the Head to produce guidelines and school policy for a specific area of the curriculum.
- To plan, in consultation with all members of staff, the way in which the curriculum area will be developed, reviewed and assessed.
- To ensure that there are sufficient resources to make this area viable in school and to keep a regular check on the condition and availability of these resources.
- To be available with the Head and Co-ordinator for Special Needs to assist any teacher identifying individual children requiring special provision in this area.
- To plan and implement displays.
- To attend in-service courses and provide staff with feedback in order to promote further development.
- To liaise from time to time with co-ordinators within the Pyramid to ensure continuity.
- To manage the budget allocated to this area.

#### **Note:**

The duties and responsibilities of the post may vary from time to time according to the changing demands of the school. This Job Description may be reviewed at the reasonable discretion of the Headteacher in the light of those changing requirements and in consultation with the post holder.

#### **Person Specification**

The ideal candidate will have:

- Qualified Teacher Status
- Knowledge and experience of Teaching to the appropriate Key Stage.
- Been educated to degree level
- Fantastic classroom and behaviour management techniques
- Strong references
- A real passion for teaching and developing young minds
- The ability to inspire and enthuse young people
- Good listening skills
- Energy, resourcefulness, responsibility, patience and a caring nature
- A sense of humour and the ability to keep things in perspective