**Job Description –Class Teacher**

**Introduction**

This job description should be read in conjunction with the current Teacher Standards, the School Teachers’ Pay and Conditions. The provisions of these documents will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher and Deputy Headteacher. They will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school’s Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies include the Trusts Stress at Work Policy and the Dignity at Work Policy.

**Job Purpose**

* To ensure that the children of Bayards Hill Primary School reach their full potential.

**Generic Responsibilities**

1. To teach a class at any level throughout the school.
2. To be a committed and active member of the staff team and school community.
3. To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans.
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, using Stat Sheffield , teacher assessment and any other agreed system.
6. To ensure the good behaviour of all pupils in the school, supporting whole school procedures and policies.
7. To be committed to the maintenance of high standards and equality of education throughout the school.
8. To follow agreed school schemes of work and curriculum policies
9. To follow the agreed school procedure for the display and presentation of pupils’ work, ensuring that appropriate support staff are briefed fully regarding the presentation of a display should you decide the need for one.
10. To inform parents of their children’s progress, attitudes, attainment and targets through written reports and meetings, both before, during and after school.
11. To become a member of a faculty team as part of the planned programme of professional development meetings.
12. To promote the vision, aims and values of the school and to contribute to their development.
13. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
14. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
15. To implement all school policies, promoting equal opportunities for all.
16. To undertake any other particular duty reasonably assigned by the headteacher from time to time.
17. To be an excellent role model for the school community

**Pastoral Care**

1. To promote and safeguard the welfare of all children
2. To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them
3. Ensure that a high standard of care for all children is maintained
4. To develop and implement equality of opportunity effectively throughout the school.

**Communication and Community Links**

1. To fully support the life and work of the school
2. To develop and maintain positive and effective professional relationships with colleagues, parents, the local community and Governors
3. To provide information to the Governing Body to enable it to meet its responsibilities
4. To ensure that parent/carers and children are well informed about the curriculum, attainment and progress and are able to understand and contribute to targets for improvement

**Health and Safety**

1. Taking appropriate responsibility for one’s own health, safety and welfare and the health and safety of children, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager
2. To share in the corporate responsibility for the wellbeing and discipline of all pupils

**Person Specification- Class Teacher**

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Teaching Qualification** | * Qualified Teacher Status (QTS) * Successfully completed NQT year * Evidence of continuing Professional Development * Enhanced DBS disclosure | * Evidence of further professional study * More than two years successful teaching |
| **Teaching and Learning** | * Excellent classroom behaviour management and evidence of using positive behaviour management strategies * A clear understanding of primary education * Sound knowledge of the National Curriculum * Excellent interpersonal skills * Ability to support parent/carers to improve outcomes for their children * A proven record of raising achievement | * Experience of working with children with SEN * Evidence of raising standards of attainment through effective teaching |
| **Professional Development** | * Reflective practitioner * Ability to learn alongside others * Willingness to support others to improve | * Willingness to take on an area of responsibility |
| **Other** | * Ability to be flexible * Well organised and good time keeping * Sense of humour * Ability to managing pupil assessment data * Belief in a culture of high achievement for all * Able to work as a team and collaborate with colleagues and outside agencies to support pupils progress * Willingness to engage in whole school activities | * Willingness to lead an extracurricular club |

**Teacher Standards Career Stage Expectations**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Area** | **Relevant Standards** | **Developing teacher** | | | **Accomplished teacher** | | | **Expert teacher** | | |
| **M1** | **M2** | **M3** | **M4** | **M5** | **M6** | **UPS 1** | **UPS 2** | **UPS 3** |
| Professional Practice  \* see below | 1.1(12);1.2(2,3,5)  1.3(1,3)1.4(1,2,3)  1.5 all  1.6(1) 1.7(1,2,3)  1.8(3)2.1(2,4)  Preamble | Much teaching good or better; some requires improvement | | Majority of teaching is good or better | All teaching is good or better | Majority of teaching is good and some outstanding | All teaching is good; some outstanding | All teaching is good; some outstanding | All teaching is good; majority outstanding | All teaching outstanding |
| Professional outcomes  All children to make at least 2 or more sub level progress per year | 1.1(2)1.2(1,2,3)  1.5(1)1.6(3,4)  Preamble | Most pupils achieve in line with school expectations | | Almost all pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations without additional support | Majority of all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; many exceed them | Almost all pupils achieve in line with school expectations; most exceed them |
| Professional Relationships | 1.1(1)1.6(4)  1.7(4)1.8(2,3,5)  2.1(1,2,3)  Preamble | Working positively with children , colleagues and parents | Positive working relationships with pupils, colleagues and parents | Relationships beginning to be focussed on improving provision for pupils | These relationships are securely focussed on improving provision for pupils and productive sharing of professional practice with others | Professional relationships with pupils, colleagues and staff are leading to excellent provision | Professional relationships with pupils, colleagues and staff lead to excellent class provision | Plays an enthusiastic and proactive role in building key stage or departmental teams to improve provision and outcomes | With support plays a proactive role in building school wide teams to improve provision and outcomes | Plays a proactive role in building school wide teams to improve provision and outcomes |
| Professional Development | 1.2(4,5)1.3(1,2,  4,5) 1.4(5)1.5(2,  3,4)1.6(1)1.8(4)  2.1(2)2.3  Preamble | Beginning to reflect and identify key professional development needs and respond to advice and feedback from more experienced colleagues | To identify key professional development needs and respond to advice and feedback | Reflect and identify key professional development needs and respond to advice and feedback  Beginning to take a proactive role in accessing relevant support and professional development from colleagues | Takes a proactive role in accessing relevant support and professional development from colleagues | Becomes almost fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly | Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly | With support plays a proactive role in leading the professional development of key stage or departmental colleagues leading to improved outcomes for pupils | Plays a proactive role in leading the professional development of key stage or departmental colleagues | Plays a proactive role in leading the professional development of colleagues across the school |
| Professional Conduct | 1.1(3)1.7(1)  1.8(1)2.1(all)  2.2 2.3  Preamble | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards |

\*Some = 25% \* Much = 50% \*Majority = 75%

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional Area | Relevant Standards | Band 1 Developing teacher | | |
|  |  | M1 | M2 | M3 |
| Professional Development | 1.2(4,5)1.3(1,2,  4,5) 1.4(5)1.5(2,  3,4)1.6(1)1.8(4)  2.1(2)2.3  Preamble | Beginning to reflect and identify key professional development needs and respond to advice and feedback from more experienced colleagues | To identify key professional development needs and respond to advice and feedback | Reflect and identify key professional development needs and respond to advice and feedback  Beginning to take a proactive role in accessing relevant support and professional development from colleagues |
| Professional Conduct | 1.1(3)1.7(1)  1.8(1)2.1(all)  2.2 2.3  Preamble | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards |
| Professional Practice | 1.1(12);1.2(2,3,5)  1.3(1,3)1.4(1,2,3)  1.5 all  1.6(1) 1.7(1,2,3)  1.8(3)2.1(2,4)  Preamble | Some teaching good or better; some requires improvement | Much teaching good or better; some requires improvement | Majority of teaching is good or better |
| Professional Outcomes | 1.1(2)1.2(1,2,3)  1.5(1)1.6(3,4)  Preamble | Working towards most pupils achieving with additional support, in line with school expectations | Most pupils achieve in line with school expectations | Almost all pupils achieve in line with school expectations |
| Professional Relationships | 1.1(1)1.6(4)  1.7(4)1.8(2,3,5)  2.1(1,2,3)  Preamble | Working positively with children , colleagues and parents | Positive working relationships with pupils, colleagues and parents | Relationships beginning to be focussed on improving provision for pupils |

**Professional skills Level Descriptors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional Area | Relevant Standards | Band 2 Accomplished teacher | | |
|  |  | M4 | M5 | M6 |
| Professional Development | 1.2(4,5)1.3(1,2,  4,5) 1.4(5)1.5(2,  3,4)1.6(1)1.8(4)  2.1(2)2.3  Preamble | Takes a proactive role in accessing relevant support and professional development from colleagues | Becomes almost fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly | Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly |
| Professional Conduct | 1.1(3)1.7(1)  1.8(1)2.1(all)  2.2 2.3  Preamble | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards |
| Professional Practice | 1.1(12);1.2(2,3,5)  1.3(1,3)1.4(1,2,3)  1.5 all  1.6(1) 1.7(1,2,3)  1.8(3)2.1(2,4)  Preamble | All teaching is good or better | Majority of teaching is good and some outstanding | All teaching is good; some outstanding |
| Professional Outcomes | 1.1(2)1.2(1,2,3)  1.5(1)1.6(3,4)  Preamble | Almost all pupils achieve in line with school expectations without additional support | Majority of all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; some exceed them |
| Professional Relationships | 1.1(1)1.6(4)  1.7(4)1.8(2,3,5)  2.1(1,2,3)  Preamble | These relationships are securely focussed on improving provision for pupils and productive sharing of professional practice with others | Professional relationships with pupils, colleagues and staff are leading to excellent provision | Professional relationships with pupils, colleagues and staff lead to excellent class provision |

**Professional skills Level Descriptors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional Area | Relevant Standards | Band 3 Expert teacher | | |
|  |  | U1 | U2 | U3 |
| Professional Development | 1.2(4,5)1.3(1,2,  4,5) 1.4(5)1.5(2,  3,4)1.6(1)1.8(4)  2.1(2)2.3  Preamble | With support plays a proactive role in leading the professional development of key stage or departmental colleagues leading to improved outcomes for pupils | Plays a proactive role in leading the professional development of key stage or departmental colleagues | Plays a proactive role in leading the professional development of colleagues across the school |
| Professional Conduct | 1.1(3)1.7(1)  1.8(1)2.1(all)  2.2 2.3  Preamble | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards | Meets all standards for professional conduct set out in Teachers Standards |
| Professional Practice | 1.1(12);1.2(2,3,5)  1.3(1,3)1.4(1,2,3)  1.5 all  1.6(1) 1.7(1,2,3)  1.8(3)2.1(2,4)  Preamble | All teaching is good; some outstanding | All teaching is good; majority outstanding | All teaching outstanding |
| Professional Outcomes | 1.1(2)1.2(1,2,3)  1.5(1)1.6(3,4)  Preamble | Almost all pupils achieve in line with school expectations; some exceed them | Almost all pupils achieve in line with school expectations; many exceed them | Almost all pupils achieve in line with school expectations; most exceed them |
| Professional Relationships | 1.1(1)1.6(4)  1.7(4)1.8(2,3,5)  2.1(1,2,3)  Preamble | Plays an enthusiastic and proactive role in building key stage or departmental teams to improve provision and outcomes | With support plays a proactive role in building school wide teams to improve provision and outcomes | Plays a proactive role in building school wide teams to improve provision and outcomes |