



FACT

Together we can



Class teacher Job Description

(Updated 2025)

Job Title:	Mainscale Class Teacher: Early years, KS1 and KS2
Salary range:	Mainscale Teacher 1-6
Hours:	Directed Hours in accordance with STPD
Reports to:	Head of School

CLASS TEACHER - JOB DESCRIPTION

This job description is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, The Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the Headteacher/Governing Body/Team Leader and member of staff, and will be reviewed annually.

General duties and responsibilities

- Carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document.
- Continue to meet the required standards for Qualified Teacher Status.
- The class teacher must promote the vision of the school, endeavouring to maintain it through appropriate conduct and relationships with colleagues and children.
- The class teacher must maintain the positive ethos and the core values of the school both inside and outside the school.
- The class teacher is responsible to the Head of School for teaching duties, responsibilities and teaching tasks.

Areas of responsibility and key tasks:

A Planning

Organise and teach the children in accordance with school policies, as illustrated in curriculum, pastoral, management policies and the statutory requirements of the national curriculum and any other contractual requirements.

Plan teaching to achieve progression in pupils' learning through:

- providing a broad, balanced and relevant curriculum which covers all aspects of the National Curriculum for all pupils
- identifying clear and differentiated teaching and learning objectives and specifying how they will be taught and assessed
- setting tasks, including homework, which challenge pupils and ensure a high level of interest
- setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work
- setting clear targets building on prior attainment
- using cross-curricular links where possible in delivering a rich and varied curriculum
- identifying the needs of individuals and groups within the class, taking note of individual education plans and the requirements of the Code of Practice
- making effective use of assessment information when planning lessons
- planning opportunities to contribute to pupils' literacy, numeracy, ICT and to their personal, spiritual, moral, social and cultural development
- the use of Teaching Assistant time as appropriate.

B Teaching and Learning and Class Management

- create a stimulating, well organised, safe and attractive learning environment
- establish and maintain a purposeful working atmosphere which supports learning and in which pupils feel secure and confident
- assist each child to become independent and well motivated and proud of his/her achievements
- set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
 - being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- provide clear structures for lessons maintaining pace, motivation and challenge
- select appropriate learning resources and develop study skills through ICT and other sources
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- critically evaluate teaching and learning to improve effectiveness
- Understand progression in their specialist phase, including transition from the previous phase and onto the next

C Monitoring, assessment, recording, reporting - to:

- 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, using the school's marking policy
- 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 level at which the pupil is achieving using the school's assessment system

- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on SEND Support Plans
- prepare and present informative reports to parents
- where relevant, participate in any curriculum events organised by the school for the parents' information
- co-operate and liaise with other professionals, including fellow staff and colleagues from external agencies i.e. health professionals and social workers

D Other professional requirements – to:

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
 - be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- participate in staff meetings, taking the lead when necessary, and contribute to the Whole School Development Plan
- participate in school assemblies, planning and delivering these as appropriate
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- when required, act as a mentor to newly-appointed staff by offering support, guidance, advice and information about the school
- contribute to the life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- foster community links and parental involvement within the school
- take responsibility for their own professional development and duties in relation to school policies and practices, actively engaging in performance management
- liaise effectively with parents and governors as necessary

E Entitlements:

- Annual Performance Appraisal Review
- Training and Development within the school's INSET programme for personal and school development
- Professional support from the Headteacher and other members of staff
- 10% PPA time
- Dedicated leadership and management time in agreement with the head teacher

In addition, you may be asked at any time to carry out other duties as reasonably required by the Head of school.

PERSON SPECIFICATION - CLASS TEACHER

Qualifications & Training:

Essential

- ECT or qualified teacher status (Degree)
- Have attended a range of recent and relevant courses.

Experience:

Essential

- Have experience of teaching within Foundation Stage/Key Stage One or Key Stage Two either in a previous post or as a teaching student.
- Have taught effectively using the National strategies and curriculum
- Know how to challenge and adapt for children of varying abilities.
- Have experience of working with other adults, support staff, teachers and other professionals in the classroom.
- Have taken part in extra- curricular activities.

Desirable

- Able to teach across a range of age groups in the primary school.
- Willing to teach across Key Stages.
- Specific experience of working with and planning provision for a range of abilities – children with SEND and able children.
- Have organised and managed extra- curricular activities.
- Willing to initiate activities.
- Experience of working with parents in supporting pupils' learning.

Skills & Abilities:

Essential Skills

- Able to create a stimulating learning environment.
- Ability to encourage independent learning.
- Ability to work as a team, planning and assessing collaboratively.
- Able to use IT skills effectively for themselves and for teaching across a wide range of subjects.

Personal Qualities:

Essential Skills

- Self -motivated and hard working.
- Able to initiate ideas and put them into practice.
- Have a commitment to personal professional development.
- Good communication skills, written and oral.

