

Friday Bridge Primary School

Job Description: Class Teacher

Teachers make the education of their pupils, their first concern and are accountable for achieving the highest possible standards in work and in conduct. Teachers act with integrity and honesty; have strong subject knowledge, keep their knowledge and skills as teachers, up to date and are reflective and self-critical. Teachers forge positive, professional relationships and work with parents in the best interests of the children.

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals which stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Set high expectations not just for the academic success of each child, but expectations that develop them as a whole child.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of children in our school.
- Maintain an attractive and stimulating interactive learning environment both indoors and outdoors.

2. Promote good progress and outcomes by pupils

- Plan lessons which build pupil's current knowledge in order to make rapid progress.
- Use formative and summative assessment accurately in order to make accurate judgements about children (termly).
- Encourage children to reflect on their own learning and their learning behaviour in order to make accurate self-assessments and make progress.
- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge; 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 work.

4. Demonstrate good subject and curriculum knowledge

- Have an excellent understanding of core and foundation subjects in order to plan and deliver inspiring lessons which sustain children's interest.
- Promote the application of English and mathematical skills across the curriculum.
- Keep abreast of curriculum developments in order to maximise the opportunities for children's progress.
- 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.
- Research subject and topic thoroughly before teaching in order to ensure a lively, broad and exciting curriculum.
- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's 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 a clear understanding of systematic synthetic phonics.

4. Plan and teacher well- structured lessons

- Plan and prepare work for the pupils in accordance with the National Curriculum and school policies, appropriate to the school's needs, interests, experience and existing knowledge of the pupils in the class. Involve the support staff in planning and preparation where appropriate.
- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and foster children's intellectual curiosity
- 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).

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately and with maximum effect, 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.
- Be aware of the physical, social and intellectual development of children, and 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 educational needs; those of high ability; those with English as an additional language; those with disabilities, and be able to use these and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment data

- Know and understand how to assess the relevant subject and curriculum areas.
- Make use of formative and summative assessment in order 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 feedback in accordance with the school's high expectations.

7. Manage behaviour effectively to ensure a purposeful and safe learning environment

- Fully uphold and implement the school behaviour policy which promotes high expectations for behaviour, individual responsibility and excellent learning behaviour.
- Fully engage with and uphold the school's restorative approach to conflict in order to restore harmony in challenging situations.
- Have clear routines and rules 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.
- Manage classes effectively, using approaches that 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.

- Maintain good order, behaviour and respect for others.
- Promote understanding of the school's rules and values.
- Safeguard health and safety.
- Develop relationships with and between pupils to support their learning.

8. 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 any support staff effectively in order to maximise learning for children.
- 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 wellbeing.
- Build and maintain co-operative relationships with parents, and communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to difficulties or problems.

9. Safeguarding and promoting the protection of children

- To fully uphold the school's policy for The Safeguarding and Protection of Children.
- To follow all procedures related to the protection of children and the promotion of their welfare.
- To engage fully in the school's ethos and culture of safeguarding showing vigilance with regard to child protection.
- To attend regular training for Safeguarding and Child Protection and keep up to date with key documents including Keeping Children Safe in Education.

10. Points taken from the Teachers Standards, June 2013

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school.
- 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.

You may be expected to carry out duties which are similar or related to those stated in this job description.

This job description, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and the job title.

Friday Bridge School is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS

disclosure and barring service check. We are guided by Safer Recruitment practice and processes and all pre-employment checks will be undertaken prior to confirming the appointment.

We are committed to diversity and inclusion and equality of opportunity for all staff. Applications are encouraged from individuals regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships.