



Job Description – Class Teacher

Job Title:	Class Teacher
Responsible To:	Headteacher
Direct Supervisory Responsibility:	Support Staff
Indirect Supervisory Responsibility:	None
Important Functional Relationships:	Internal: Headteacher, other teachers, support staff, children, voluntary helpers. External: Governors, LA representatives and advisers, parents, visitors to the school.

Main Duties and Responsibilities:

Take responsibility for the education of a class and, as appropriate, share responsibility for teaching and provide teaching support across the whole school

Have knowledge and understanding of:

- the relevant aspects of the pupils' National Curriculum and other statutory requirements
- the school's curriculum and philosophy of learning
- progression throughout the primary age range
- questions pupils raise in relation to their learning
- pupils' common misconceptions and mistakes within the school curriculum, and be able to address these securely and sensitively
- a specialist area to a deeper extent and with greater security

Planning and setting expectations:

- identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught
- set appropriate and demanding expectations for pupils' learning and motivation with clear targets for pupils' learning, building on prior attainment
- identify pupils' individual educational needs, and know where to get help in order to give positive and targeted support.
- implement and keep records on Individual Support Plans (ISPs)

Teaching and managing pupil learning:

- ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- use teaching methods which inspire pupils stimulating their intellectual curiosity, keeping them engaged and developing resilience in learning
- present high quality resources clearly and effectively
- use questioning and respond effectively to challenge and develop children's thinking, knowledge and understanding
- model and uphold *Marlborough Manners* to set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships

Assessment and evaluation:

- assess how well learning objectives have been achieved and use this assessment for future teaching
- mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress
- understand the demands expected of pupils in relation to the National Curriculum

Pupil Achievement:

- secure progress towards pupil targets

Relations with parents and wider community:

- prepare and present informative reports to parents.
- recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples
- understand the need to liaise with agencies responsible for pupils' welfare

Managing own performance and development:

- understand the need to take responsibility for personal professional development and to keep up to date with research and developments in pedagogy and in all subjects taught
- understand professional responsibilities in relation to school policies and practices
- evaluate teaching critically – use critical thought and practical action research to
- explore and develop innovative teaching methods and effective learning activities
- set a good example to the pupils taught in personal presentation and conduct

Managing and developing staff and other adults:

- establish effective working relationships with assistant teaching and other support staff
- establish effective working relationships with children's parents and family settings to support pastoral care in school and 'home learning' possibilities
- establish effective working relationships with professional colleagues including, where applicable, external agency experts, peripatetic tutors and non-educationist specific expert visitors

Managing resources:

- select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met
- coordinate the management of resources and oversee materials for a learning area of the school curriculum

Strategic leadership:

- take a leading role in the development of an area of the school curriculum*
- coordinate planning and assessment for this school curriculum area

* to be agreed and detailed in an individual job description annex