



# Job Description

<b>School:</b>	<b>St Hardulph's C of E Primary School</b>
<b>Job Title:</b>	<b>Class Teacher</b>
<b>Grade:</b>	<b>MPS / UPS</b>
<b>Responsible To:</b>	Headteacher
<b>Key Relationships/ Liaison with:</b>	SENCO, Teachers, Other classroom support staff
<b>General:</b>	Carry out his/her roles and responsibilities in accordance with the 'Professional Standards for Teachers' document and all school policies and procedures. The class teacher will also carry out reasonable requests and expectations as directed by the head teacher, governing body or members of the senior leadership team.
<b>Relationships with children:</b>	<input type="checkbox"/> Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. <input type="checkbox"/> Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
<b>Frameworks:</b>	<input type="checkbox"/> Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
<b>Communicating and working with other:</b>	<input type="checkbox"/> Communicating effectively with children and colleagues. <input type="checkbox"/> Communicating effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. <input type="checkbox"/> Recognise that communication is a two way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children. <input type="checkbox"/> Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children, and to raising their attainment. <input type="checkbox"/> Have a commitment to collaboration and co-operative working where appropriate.
<b>Personal professional development:</b>	<input type="checkbox"/> Evaluate their performance and be committed to improving their practice through appropriate professional development. <input type="checkbox"/> Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. <input type="checkbox"/> Act upon advice and feedback and be open to coaching and mentoring.
<b>Teaching &amp; learning:</b>	<input type="checkbox"/> Have a good up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise

	learning to provide opportunities for all learners to achieve their potential.
<b>Assessment &amp; monitoring:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.</li> <li>- Know a range of approaches to assessment, including the importance of formative assessment. <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise attainment.</li> </ul> </li> <li><input type="checkbox"/> Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.</li> </ul>
<b>Subjects &amp; curriculum:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a secure knowledge and understanding of their subjects / curriculum areas and related pedagogy including the contribution that their subjects / curriculum areas can make to cross curricular learning and recent relevant developments.</li> <li><input type="checkbox"/> Know and understand the relevant statutory and non- statutory curriculum and frameworks, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.</li> <li><input type="checkbox"/> Be proactive in taking responsibility for leading and managing curriculum subject(s) as negotiated with the head teacher/senior leadership team (including the development and implementation of action plans to enhance school improvement and maintain high standards; monitoring, evaluating and reporting on the quality and impact of the teaching and learning; maintaining curriculum subject leaders folders; attending network meetings etc.).</li> </ul>
<b>Literacy Numeracy &amp; Computing:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to use skills in literacy, numeracy and computing to support their teaching and wider professional activities.</li> </ul>
<b>Achievement &amp; diversity:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistics influences.</li> <li><input type="checkbox"/> Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</li> <li><input type="checkbox"/> Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.</li> <li><input type="checkbox"/> Know when to draw on the expertise of colleagues, such as those with the responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies</li> </ul>
<b>Health &amp; well-being:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</li> <li><input type="checkbox"/> Know the local arrangements concerning the safeguarding of</li> </ul>

	<p>children and young people.</p> <ul style="list-style-type: none"> <li>□ Know how to identify potential child abuse or neglect and follow safeguarding procedures.</li> <li>□ Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</li> </ul>
<b>Planning :</b>	<ul style="list-style-type: none"> <li>□ Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a series of lessons informed by secure subject / curriculum knowledge.</li> <li>□ Design opportunities for learners to develop their literacy, Numeracy, computing and thinking and learning skills, appropriate within their phase and content.</li> <li>□ Plan, set and assess homework, other out of class assignments and coursework for examinations, where appropriate, to sustain learners progress and to extend and consolidate their learning.</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>□ Teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach. □ Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners needs and take practical account of diversity and promote equality and inclusion.</li> <li>□ Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</li> <li>□ Develop concepts and processes which enable learner to apply new knowledge, understanding and skills.</li> <li>□ Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly and using explanations, questions, discussions and plenaries effectively.</li> <li>□ Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.</li> <li>□ Teach engaging and motivating lessons informed by well grounded expectations of learners and designed to raise attainment.</li> </ul>
<b>Assessing, monitoring &amp; feedback:</b>	<ul style="list-style-type: none"> <li>□ Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and attainment.</li> <li>□ Provide learners' colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</li> <li>□ Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.</li> <li>□ Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.</li> </ul>
<b>Reviewing teaching &amp; learning:</b>	<ul style="list-style-type: none"> <li>□ Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.</li> <li>□ Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.</li> </ul>
<b>Learning</b>	<ul style="list-style-type: none"> <li>□ Establish a purposeful and safe learning environment which complies</li> </ul>

<b>environment:</b>	<p>with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learner feel secure and sufficiently confident to make an active contribution to learning at to the school.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make use of the local arrangements concerning the safeguarding of children and young people.</li> <li><input type="checkbox"/> Identify and use opportunities and extend learning through out of school contexts where possible making links between in school learning and learning in out of school contexts.</li> <li><input type="checkbox"/> Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.</li> <li><input type="checkbox"/> Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control, independence of learners.</li> <li><input type="checkbox"/> Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.</li> </ul>
<b>Team working &amp; collaboration:</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Work as a team to identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.</li> <li><input type="checkbox"/> Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfill.</li> </ul>

#### **SPECIAL FACTORS:**

**Subject to the duration of the need, the special conditions given below apply :**

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) Expenses will be paid in accordance with the Local Conditions of Service.
- (c) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10<sup>th</sup> September 2012. **Therefore a DBS enhanced check is an essential requirement.**

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.**

**Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.**