

JOB DESCRIPTION

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Produced by: APM/MSJ

MOORDOWN ST JOHN'S CE PRIMARY SCHOOL

Post Title: **Class Teacher**
Post No:
Reporting to: 1: Headteacher
2: Deputy Headteacher/Assistant Headteachers
Grade:

1. Job Purpose & Objectives

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

The purpose and objectives of the post are laid out below in 'Main Duties & Responsibilities'. Achievement of these objectives will contribute to the well-being and education of children in the Academy's care.

2. Main Duties & Responsibilities

Classroom Responsibilities

Teach in accordance with the requirements of the Conditions of Employment of School Teachers, in line with the National Curriculum, school policies and schemes of work.

Set a high standard of professional example, ensuring that the classroom is well-planned, tidy and provides a bright and stimulating environment in which children can learn.

Promote a strong understanding of how pupils can keep themselves safe, both in and out of school.

Interact positively and professionally with all colleagues, children, governors and parents.

Be responsible for managing and updating the school handbook and abiding by all school policy within.

Consistently have the highest expectations for pupils and their standard of work.

Engage fully in the school's target setting and progress checking procedures.

Be punctual to all internal meetings.

Manage the classroom in such a way so as to provide a variety of teaching and learning styles as appropriate, and to allow for differentiation according to ability.

Carry out the duties of a class teacher, in accordance with the school's policies, in respect of pupils to include:

- The maintenance of discipline and acceptable standards of conduct and appearance of pupils.
- The establishment of rapport with pupils to develop their social and academic potential.
- The marking of the electronic class register, ensuring absences and lateness are accounted for and taking appropriate action where they are not.
- Assessing, recording and reporting on the development, progress and attainment of pupils using agreed assessment for learning and summative strategies.
- The monitoring of homework of pupils.

- The planning and review of the year group curricula on a regular, weekly basis with the year partner.
- Responding to pupils' work in accordance with school policy.

Attend all Acts of School Worship with the class, and take it in turns to lead these events.

Participate, as directed, in meetings with colleagues and parents in respect of the duties of the post.

Attend staff meetings as directed.

Participate, as directed, in in-service training in order to keep abreast of trends and developments in education, especially those relevant to the duties and responsibilities of the post.

Participate in the appraisal programme operated by the school.

Deal with all administrative, organisational and supervisory tasks pertaining to the class teacher role efficiently and effectively.

Undertake responsibility for at least one extra-curricular club.

If an Early Career Teacher, shadow the leadership of a curriculum area.

If attained NQT/ECT status, then lead a curriculum area.

Teaching Standards: Part 1 Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and 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 own work and study.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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 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
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well structured lessons
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - 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, 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
 - demonstrate an awareness of the physical, social and intellectual development of children, and know 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 special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment 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 the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment
 - have clear rules and routines 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
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which 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.

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 support staff effectively
 - 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 well-being.

Teaching Standards: Part 2, Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 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.

Other

Where appropriate, develop effective links with the local community, including business and industry, so as to extend both the curriculum and pupils' wider understanding.

Demonstrate a lively and informed interest in current trends in Primary Education.

School Vision

Contribute to the overall aims and objectives of this school and its commitment to high standards and securing school improvement.

Promote the school's Christian ethos at all times.

Number of Days' Induction

If a Newly Qualified Teacher /Early Career Teacher you will be required to complete the required induction period.

3. Supervisory / Managerial responsibility

Not Applicable

4. Key Contacts and Relationships

Polite contact and communication is expected at all times whether dealing with pupils, staff colleagues, school directors, parents/carers, school visitors, visiting professionals or volunteer helpers.

Frequency of contact with these people will vary from day to day. Some communications can be of a delicate nature. Confidentiality must be maintained at all times (excluding safeguarding concerns, which must be shared immediately with the school's Designated Safeguarding Lead).

5. Safeguarding

Our school is committed to safeguarding, preventing radicalisation and promoting the welfare of children and expects all staff to share this commitment. Rigorous checks will be made of the successful applicant's background credentials including Enhanced DBS and Childcare Disqualification checks.

The job-holder is expected to adhere to, and ensure compliance with, relevant Safeguarding/Child Protection policies and procedures at all times. If in the course of carrying out duties of the role, the job-holder identifies any instance that a child is suffering, or likely to suffer significant harm either at school or at home, s/he must report the concerns to the school's Designated Safeguarding Lead

6. Other

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the Headteacher or nominated representative (in consultation with the postholder) to reflect the changing work composition of the business.

This is an outline job description only and the post holder will be expected to undertake the duties commensurate within the range and grade of the post or any lesser duties as directed by the Headteacher or his delegated representative.

Signed:

Teacher

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Headteacher

Copies: Named Staff member, Staff File