

Chapel Street Community Primary School



Class Teacher Job Description

Job Title: Class Teacher

Reports to: Phase lead, Assistant Headteacher, Deputy Headteacher, Headteacher and the Governing Body

Job Purpose:

To take responsibility for teaching a class in order to promote effective teaching and learning for the pupils within the framework provided by the DfE, the Local Authority and the Governing Body, and with regard to all statutory requirements.

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the postholder's individual contract of employment.

Main Duties:

- To establish a purposeful learning environment in which diversity is valued, where pupils feel secure and confident, and where opportunities to maximise teaching and learning are promoted.
- To plan and teach clearly structured lessons and sequences of work, which interest and motivate pupils and in which:
 - pupils' learning needs and abilities are taken into account
 - learning objectives are made clear to pupils
 - interactive teaching methods and collaborative group work are employed
 - active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning.
- To set high expectations and establish a clear framework for classroom discipline and strategies for recognising, encouraging and rewarding positive learning behaviour in order to anticipate and manage pupils' behaviour appropriately, and to promote self-regulation and independence.
- To set challenging teaching and learning objectives which are relevant to and based on your knowledge of pupils and take account of:
 - their learning needs, strengths, barriers to learning and prior attainment
 - evidence of their past and current achievement
 - the expected standards for pupils of the relevant age range, and
 - the range and content of work relevant to that phase.
- To make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and to use this information to inform your own planning and teaching.

- To monitor and assess as you teach, giving immediate and constructive feedback, which supports pupils as they learn, requiring pupils to reflect on, evaluate and improve their own performance.
- Making effective use of a range of AfL strategies.
- To use ICT effectively in your teaching.
- To support a subject curriculum team.

Other Professional Requirements:

- To work in line with the Teacher's Standards.
- To demonstrate commitment to professional development by evaluating your own practice, and learning from the effective practice of others, and calling on the support and guidance of colleagues.
- To have a working knowledge of teachers' professional duties and legal liabilities.
- To operate at all times within the stated policies and practices of the school.
- To establish effective working relationships, and set a good example through personal and professional conduct.
- To liaise effectively with parents / carers, governors and external agency professionals.
- To carry out other duties as reasonably required by the Headteacher.

Note

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of Post Holder **Date**

Signature of Headteacher **Date**

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Class Teacher Person Specification

Knowledge and Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status At least two years' experience of teaching within Primary age range – preferably within EYFS and / or KS1 Secure understanding of the EYFS Framework and the National Curriculum Knowledge and experience of developing a purposeful learning environment Respect for pupils' social, cultural, linguistic, religious and ethnic backgrounds with an understanding of how these may affect their learning Experience of using ICT effectively in both curriculum planning and teaching An understanding of your responsibilities under the SEN Code of Practice A commitment to the safeguarding and welfare of all children, including child protection Understanding of attachment, developmental trauma and adverse childhood experiences (ACEs) and how these can impact on learning and development
Professional Skills	<ul style="list-style-type: none"> Experience of teaching in both the EYFS and KS1 – especially Nursery and Year 1 Experience of applying a framework of curriculum planning which: <ul style="list-style-type: none"> Requires learning objectives to be identified for classes, groups and individuals Enables monitoring, assessment and recording of pupils' progress Understands the role of other professionals in maximising pupils' learning Organisational and time management skills to enable effective teaching of whole class, groups and individual pupils Knowledge and experience of interactive teaching methods and collaborative group work, which enable pupils to take responsibility for their own learning Experience of enabling pupils with different learning needs and varying abilities (including EAL) to maximise their learning through provision of differentiated activities and responsive teaching Awareness of equality issues, including maximising opportunities to explore and promote equality and raise awareness of diversity through teaching and learning Using a range of strategies to promote positive behaviour for learning and to support pupils with making positive choices in line with school relational approach policies Ability to create a stimulating learning environment
Professional and Personal Qualities	<ul style="list-style-type: none"> Resilient, adaptable and flexible Effective communication skills to develop partnerships with pupils, parents/carers and colleagues Awareness of the school environment, including links with the local community Awareness of the professional values and behaviour expected of teachers Commitment to professional development using targets agreed during induction