

**Chapel Street Community Primary School**  
**Class Teacher – MPR (M3 – M6)**  
**Job Description**

**Job Title:** Class Teacher

**Reports to:** Assistant Headteacher, Deputy Headteacher, Headteacher and the Governing Body

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**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 – in line with our relational approach.
- 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 and adapt 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 coordinate a subject / curriculum area and / or support a subject / curriculum team.

**Other Professional Requirements:**

- To ensure that all safeguarding policies and procedures are followed.
- 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.

	<b>Employee</b>	<b>Line manager</b>	<b>Headteacher</b>
<b>Name</b>			Ella Hughes
<b>Role</b>			Headteacher
<b>Signed</b>			
<b>Date</b>			

**Chapel Street Community Primary School**  
**Class Teacher**  
**Person Specification**

<b>Professional Qualifications and training</b>	
1. Qualified Teacher Status.	E
2. First Degree or Equivalent.	E
3. Recent, relevant professional development.	D
<b>Experience</b>	
4. Positive impact on pupil progress and outcomes through a range of AfL strategies including feedback, questioning and peer-/self-assessment.	E
5. Responsive teaching including adaptations and scaffolding to support all pupils to progress and provide challenge for all – especially those working below age related expectations.	E
6. Long, medium- and short-term planning for the full National Curriculum / EYFS Curriculum.	E
7. Developing independence, resilience and positive learning behaviours for all pupils.	E
8. Establishing high expectations and clear, consistent routines for learning.	E
9. Effective deployment of additional adults and support staff to have positive impact on pupil outcomes.	D
10. Developing personalised curriculums for individual pupils working significantly below age related expectations and / or with EHCPs.	D
11. Using ICT effectively to support teaching and learning.	D
12. Experience of working in more than one school and / or a school(s) with similar characteristics to ours (large, urban, high numbers of EAL, disadvantage and SEND).	D
13. Leading, co-ordinating or supporting with development of a specific subject area within the curriculum.	D
<b>Skills, Knowledge &amp; Understanding</b>	
14. Understanding of the full requirements of the Teachers' Standards and where personal areas of strength and development needs are within these.	E
15. Understanding of high-quality, responsive, adaptive and inclusive teaching and learning.	E
16. Understanding of assessment and effective use of a range of data and information to raise standards.	E
17. Strong understanding of effective learning environments and how to establish and maintain these.	E
18. Secure understanding of the National Curriculum, EYFS Curriculum and Statutory Assessment requirements.	E
19. A positive, relational approach to behaviour management and understanding of a range of strategies to support children, staff and parents / carers in meeting our high standards in this area.	E
20. Effective communication and interpersonal skills with a range of audiences and purposes.	E
21. Understanding of safeguarding and child protection requirements.	E
22. Understanding of a teacher's responsibilities under the SEND Code of Practice.	E
23. Engage with wider professional reading, research and evidence based practice.	D
24. Awareness and understanding of child development, attachment, developmental trauma and Adverse Childhood Experiences (ACEs) and how these can impact on learning and development.	D
<b>Personal Qualities</b>	
25. Child-centered with high expectations for all.	E
26. Approachable, empathetic and nurturing. Listens and responds to others. Remaining calm at all times.	E
27. Self-awareness. Honesty when making mistakes and able to learn from them. Able to ask for help.	E
28. Strong moral purpose and clear personal values in line with those of the school – team fit.	E
29. Adaptable, innovative, positive, pro-active, resilient and solution focused.	E
30. Commitment to safeguarding, equality, inclusion, confidentiality and wellbeing.	E