****

**Class Teacher Job Description**

**Job Title:** Class teacher with the potential for phase leadership responsibility (TLR2.1)
**Subject Responsibility:** TBC
**Responsible to:** Headteacher

This job description is subject to the current conditions of employment for Pre-Threshold teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the Teacher’s Standards 2014, and other current legislation. All teachers are asked to familiarise themselves with the National Professional Standards as this will be part of the Performance Management review.

**Teaching staff are expected to:**

* Teach challenging, well-organised, planned, and structured lessons and sequences of lessons across KS2.
* Set high expectations which inspire, motivate, and challenge whilst promoting a love of learning.
* 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.
* Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and promote good progress and outcomes.
* Develop concepts and processes which enable learners to apply new knowledge, understanding, and skills.
* Adapt teaching to respond to the strengths and needs of the pupils you teach, introducing new ideas and concepts clearly, using explanations, questions, discussions, and plenaries effectively.
* Manage the learning of individuals, groups, and whole classes effectively, modifying teaching appropriately using effective adaptation. In some cases using levels of differentiation to support learners with barriers towards their learning.
* Teach engaging and motivating lessons informed by high expectations and designed to raise levels of attainment.
* Design opportunities for learners to develop reading, writing, numeracy, ICT, and thinking skills appropriate within their phase and context.
* Evaluate lessons carefully and reflect on their effectiveness.
* Plan, set, and assess home learning to sustain progress and consolidate learning.
* Make accurate and productive use of assessment and tracking data.

**Assessment and Progress Monitoring:**

* Use a range of observation, assessment, monitoring, and recording strategies as a basis for setting challenging objectives and monitoring progress.
* Provide learners, colleagues, parents, and carers with timely, accurate, and constructive feedback.
* Give regular feedback to pupils, support them in reflecting on their learning, and set positive targets for improvement.
* Use data to diagnose needs, set realistic targets, and plan future teaching.
* Plan for progression across the age and ability range, designing effective learning sequences informed by secure subject knowledge.
* Review the impact of feedback and guide learners on improvement strategies.

**Classroom and Behaviour Management:**

* Establish a purposeful and safe learning environment, compliant with legal safeguarding requirements and guidance.
* Personalise and extend learning through out-of-school contexts where possible.
* Manage behaviour effectively to ensure a good and safe learning environment.
* Use a range of behaviour management techniques and promote self-control, independence, and cooperation.

**Professional Collaboration:**

* Work as a team member and identify opportunities for collaboration, sharing effective practice.
* Ensure that colleagues working with them are appropriately involved and understand their roles.
* Fully support colleagues and implement school policies.
* Attend staff meetings and INSET days as organised by the school.
* Act as a subject coordinator (as agreed with SLT) and report on data and standards.
* Make a contribution to the wider life and ethos of the school.

**Safeguarding and Inclusion:**

* Understand how children develop and how their progress and well-being are influenced by a range of factors.
* Make personalised provision for learners with EAL, SEND, and other needs, promoting equality and inclusion.
* Develop effective professional relationships with colleagues with responsibilities for SEND and safeguarding.
* Know when and how to refer to colleagues and external agencies for additional support.
* Understand safeguarding legislation and local procedures.
* Identify and support children affected by changes in personal circumstances, referring them as necessary.

**Professional Conduct:**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour.
* Treat pupils with dignity and respect and observe appropriate professional boundaries.
* Uphold British values, including democracy, the rule of law, individual liberty, and mutual respect.
* Show professional regard for the ethos, policies, and practices of the school.
* Maintain high standards in attendance and punctuality.