



## **JOB DESCRIPTION**

**POST:** Class Teacher

**GRADE:** Main/Upper Scale

**SECTION:** Education

**Robert Blair School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

### **PURPOSE OF THE POST**

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's Learning Improvement Plan.

### **MAIN RESPONSIBILITIES**

#### **Relationships with children and young people**

- Have high expectations of children and young people 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.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

#### **Frameworks**

- 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 and safeguarding.

#### **Communicating and working with others**

- Communicate effectively with children, young people and colleagues.

- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- 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 and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

### **Personal and professional development**

- Evaluate their performance and be committed to improving their practice through effective engagement with professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

## **PROFESSIONAL KNOWLEDGE UNDERSTANDING AND SKILLS**

### **Teaching and learning**

- 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.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  - (a) use an appropriate range of teaching strategies and resources, including e-learning and ped-tech, which meet learners' needs and take practical account of diversity and promote equality and inclusion
  - (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
  - (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills

- (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- (e) 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 in order to motivate them to engage and make progress.

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

### **Planning**

- 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 knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess home learning, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

### **Assessment and monitoring**

- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- 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 levels of attainment.
- 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 levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

## **Subjects and curriculum**

- Take responsibility to lead an agreed area of the curriculum.
- Have a secure knowledge and understanding of their curriculum area and related pedagogy including: the contribution that their curriculum area can make to cross-curricular learning; and recent relevant developments.
- Have a secure knowledge and understanding of the requirements of the Early Years Foundation Stage framework.

## **Literacy, numeracy and ICT**

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

## **Achievement and Diversity**

- 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 linguistic influences.
- 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.
- 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.
- Know when to draw on the expertise of colleagues, such as those with 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.

## **Health and well-being**

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- 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.

### **Behaviour Management**

- Build positive relationships with children as the foundation of effective behaviour management.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Demonstrate an understanding of the principles of trauma-informed practice.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

### **Learning environment**

- Establish a purposeful, safe and enabling learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Uphold and actively contribute to the ethos of the school with regard to the importance of a high-quality enabling learning environment to support children's progress.

### **Team working and collaboration**

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

### **Personal Responsibilities**

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for their statutory duties regarding safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

### **Performance Standards**

- To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.



## PERSON SPECIFICATION

**POST:** Class Teacher

**GRADE:** Main Scale/UPS

**EDUCATION:** You must demonstrate on your application form that you meet the following essential criteria.

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| <b>EDUCATION AND EXPERIENCE</b>          | <p>E1. Qualified Teacher Status and evidence of appropriate subsequent in-service training.</p> <p>E2. Recent successful teaching experience in at least one inner city multi-cultural school.</p> <p>E3. Experience of supporting change at an appropriate level including the curriculum, classroom organisation and administration in a primary school.</p> <p>E4. Proven experience of high standards of primary classroom practice and of leading a subject or curriculum area.</p> <p>E5. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team,</p> <p>E6. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.</p> <p>E7. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.</p> |
| <b>SKILLS, KNOWLEDGE &amp; ABILITIES</b> | <p>E8. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.</p> <p>E9. Evidence of the ability to successfully organise and adapt the curriculum and provision for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.</p> <p>E10. A thorough knowledge of the requirements of the National Curriculum and the EYFS statutory framework.</p> <p>E12. Evidence of good organisational skills to create and maintain a stimulating and well presented learning environment.</p>                                                                                                                                                                                                 |

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|  | <p>E13. Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.</p> <p>E14. Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.</p> <p>E15. Evidence of the ability to maintain effective classroom behaviour in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.</p> <p>E16. Evidence of good interpersonal skills and the ability to work as a member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Education Authority and relevant agencies as required.</p> <p>E17. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.</p> <p>E18. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.</p> <p>E19. Evidence of a commitment to an equal opportunities policy both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child's identity is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.</p> |
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