**Shottermill Junior School**

**Job Profile:** September 2024

**Job Title:** Class Teacher

**Salary Scale Point:** Main Pay Scale / Upper Pay Range as outlined in the agreed Pay Policy

**Responsible to:** Headteacher, Deputy Headteacher and/or Performance Appraisal Reviewer

**Job Purpose:** To carry out the duties of a school teacher as set out in the current **School Teachers’ Pay and Conditions Document** and in the new **Teachers Standards** dated September 2012. To uphold the Core Values and follow all policies and procedures, placing best outcomes for children at the very heart of their role within our school.

*‘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.’*

**Professional Duties:**

* To plan, prepare and teach the school curriculum, in line with any statutory requirements and the school’s schemes of work, ensuring teaching of the highest standard.
* To adhere to expectations set out in the school’s Teaching, Learning & Assessment Policy.
* To create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve their potential.
* To work co-operatively with all members of the staff team and direct Learning Support Assistants appropriately to support pupils’ learning.
* To monitor and assess pupils’ work, using these assessments to inform planning and set targets that promote continuity and progression. Ensure annual written academic reports to parents are fully completed.
* To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all.
* Attend relevant meetings, as required and work with key professionals, parents and guardians to secure good outcomes for pupils.
* To follow all school policies under the direction of the Headteacher and Deputy Headteacher / Performance Management Appraiser.
* To maintain good order and discipline within the class, in line with the school’s behaviour policy.
* To actively take part in professional development opportunities, sharing expertise and experiences as required.
* To take responsibility for leadership of a given subject or area, as identified by the Headteacher and be accountable for monitoring and reporting on the standards and progress of pupils within this area.
* To keep abreast of current initiatives and new developments in area of responsibility and disseminate updates to staff effectively.
* Contribute to whole school improvement through writing leadership action plans and being open to the self-evaluation process.

**Teacher Standards 2012**

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| **PART 1 - TEACHING** |
| **1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS** |
| 1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect |
| 1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| 1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils |
| **2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS** |
| 2(a) be accountable for pupils’ attainment, progress and outcomes |
| 2(b) be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these |
| 2(c) guide pupils to reflect on the progress they have made and their emerging needs |
| 2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study |
| **3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE** |
| 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |
| 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| 3(c) 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 |
| 3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
| 3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies |
| **4. PLAN AND TEACH WELL STRUCTURED LESSONS** |
| 4(a) impart knowledge and develop understanding through effective use of lesson time |
| 4(b) promote a love of learning and children’s intellectual curiosity |
| 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired |
| 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching |
| 4(e) 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** |
| 5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| 5(b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
| 5(c) 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 |
| 5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; 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** |
| 6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| 6(b) make use of formative and summative assessment to secure pupils’ progress |
| 6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons |
| 6(d) 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** |
| 7(a) 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 |
| 7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| 7(c) manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| 7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary |
| **8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES** |
| 8(a) make a positive contribution to the wider life and ethos of the school |
| 8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| 8(c) deploy support staff effectively |
| 8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues |
| 8(e) communicate effectively with parents with regard to pupils’ achievements and well-being |
| **PART 2: PERSONAL & PROFESSIONAL CONDUCT** |
| **Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school** |
| (a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
| (b) having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions |
| (c) showing tolerance of and respect for the rights of others |
| (d) 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 |
| (e) ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law |
| **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** |
| **Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** |

**Subject Leadership Roles and Responsibilities**

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| **Ongoing** | **Termly** | **Annually** |
| Develop and maintain a full understanding of the National Curriculum in connection with your leadership area.  Further own professional development by attending relevant training courses.  Update own expertise and keep staff updated of new initiatives.  Be able to report on the standards and progress of pupils within the specific area of leadership.  In collaboration with the Resources Manager, audit, order and maintain a tidy and organised resource area accessible to all staff.  Create and add to a portfolio of evidence and examples of good practice to include evidence of G&T and SMSC development (e.g. photocopies/ photographs of work and displays) | Monitor standards with the leadership area against Shottermill Junior School expectation documents, including:  -monitoring of planning, both long term and short term.  -monitoring of standards of pupil work and progression from year to year.  -monitoring of differentiation and challenge and extension.  -triangulating evidence from a range of sources: planning, lesson observations, work scrutiny and assessments or progress data.  -monitoring the learning environment  Review Leadership Action Plan and submit this to SLT termly. | Contribute to policy review (if applicable for own leadership area)  Audit policy in line with current practice  Review other activities such as G&T provision, supporting parents in the leadership area, etc.  Re-write Action Plan for the following academic year based on review and SDP key priorities.  Provide model lessons for colleagues or arrange CPD opportunities through staff meetings as required.  Lead a focus week or activity to promote the leadership area  Report to Governors as required |

**Expected Leadership Competencies:**

* Visionary
* Positive role model
* Facilitator
* Good interpersonal skills
* Organised and an effective communicator
* Passionate about leading their subject / area of responsibility

**General Duties:**

* Maintain a duty of care for the safety and wellbeing for all children within the school and ensure that the relevant safeguarding protocols are followed at all times.
* Support the wider life of the school and uphold our Core Values and ethos.
* To understand and apply school policies in relation to health, safety and welfare.
* Maintain high levels of communication and understand that it is a two-way process and a shared responsibility of all those who work within the school.
* Establish positive and professional relationships with parents, guardians and other stakeholders and act as both a positive role model and a point of contact on behalf of the school.
* To respect confidentiality at all times and ensure that the school is actively promoted in a good light to the community it serves.
* Attend relevant training and take responsibility for own professional development.
* To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with Performance Appraisal Reviewer.
* The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
* It is desirable that all staff assist with the wider life of the school, such as volunteering at PTFA events or assisting with extra-curricular activities. If you are able to contribute to any of these activities, please inform a member of the Senior Leadership Team.

This job description may be amended at any time, according to the changing priorities of the school as identified within the school’s improvement plan and in consultation with the post holder. Where there are changes to the member of staff’s role in school, they will be fully consulted and supported in their new role.

**Review Date:** September 2025



**Headteacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Dated:** \_01.09.24\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Member of staff:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Dated:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_