

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

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| 1. **Job Title** | Class Teacher |
| 1. **Job Purpose** | Under the direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current Schoolteachers’ Pay and Conditions document.  Teach in accordance with the Christian ethos, organisation and policies of the school as a fully committed member of the teacher team and as detailed in the specific duties below. |
| 1. **Line Management** | Responsible to the Headteacher |
| 1. **Liaising with** | Headteacher, Leadership Team |
| 1. **Salary Scale** | Classroom Teachers’ Main Pay Scale 2-6 |
| 1. **Working time** | Full time, as specified within the School teachers’ Pay and Conditions document. |
| 1. **DBS Disclosure Level** | Enhanced |

**Job Description**

**SAFEGUARDING:**

* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
* Having regard for the need to safeguard pupils’ and promote well-being, in accordance with statutory provisions
* Establish a safe and stimulating environment for pupils, rooted in mutual respect
* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

**PART ONE: TEACHING**

* Set high expectations which inspire, motivate and challenge pupil
* Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* Promote good progress and outcomes by pupils
* Be accountable for pupils’ attainment, progress and outcomes
* Plan teaching to build on pupils’ capabilities and prior knowledge
* Guide pupils to reflect on the progress they have made and their emerging needs
* Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* Encourage pupils to take a responsible and conscientious attitude to their own work and study
* Demonstrate good subject and curriculum knowledge
* Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstanding
* Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of learning
* 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
* If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* Plan and teach well structured lessons
* Impart knowledge and develop understanding through effective use of lesson time
* Promote a love of learning and children’s intellectual curiosity
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* Reflect systematically on the effectiveness of lessons and approaches to teaching
* Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
* Adapt teaching to respond to the strengths and needs of all pupils
* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* 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
* Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**PART TWO: ASSESSMENT**

* Make accurate and productive use of assessment
* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirement
* Make use of formative and summative assessment to secure pupils’ progress
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**PART THREE: BEHAVIOUR**

* Manage behaviour effectively to ensure a good and safe learning environment
* Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
* Have clear rules and routines for behaviour in classroom, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**PART FOUR: PROFESSIONAL DEVELOPMENT**

* Fulfil wider professional responsibilities
* Make a positive contribution to the wider life and ethos of the school
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* Deploy support staff effectively
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* Engage with the annual appraisal procedure
* Communicate effectively with parents with regard to pupils’ achievements and well-being

**PART FIVE: PERSONAL AND PROFESSIONAL CONDUCT**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by

* Actively promoting the school’s distinctive Christian Vision and Values
* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Showing tolerance of and respect for the rights of others
* 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
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law
* Teachers must 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
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

**Person Specification – Class Teacher**

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| **Essential** | **Desirable** |
| Qualification   * QTS * Child protection level 1 | * Evidence of continued professional development * Forest School qualification |
| Experience   * Recent experience of teaching in Key Stage 2 | * Varied and extensive experience across the primary phase * Leadership of a curriculum area ideally of a core subject |
| Knowledge   * The requirements of the Primary Curriculum * Understanding of a range of assessment methods * AfL strategies and principles * A secure knowledge of safeguarding procedures | * Methods of analysing and reporting class data |
| Skills and Qualities   * Highly effective classroom teaching * Promotes progress by providing challenging learning opportunities * High levels of person drive and motivation * Skilled in the use of ICT to promote learning | * Ability to model and share good practice with colleagues |
| Personal Qualities   * Supportive of the school’s Christian vision and values * Ability to build positive relationships with staff, pupils, parents and other stakeholders * An enthusiastic approach * Ability to collaborate with colleagues * Commitment to equal opportunities * Commitment to support the wider life of the school | |