

## **JOB DESCRIPTION/PERSON SPECIFICATION**

**Job Title:** Class Teacher (temporary for one year)

**Responsible to:** Headteacher and the Governing Body

### **OVERALL RESPONSIBILITY**

To maintain, and build upon, the teacher standards achieved in the award for QTS (Primary) as set out by the Secretary of State.

To contribute to, and support, the school's vision and ethos

To use Planning, Preparation and Assessment (PPA) time effectively for these purposes.

### **SECTION 1 - GENERAL TEACHING DUTIES**

#### **Teaching and Learning:**

1. Teach a broad and balanced curriculum to facilitate the acquisition of knowledge/skills, as set out in the National Curriculum, and to promote a love and enjoyment in learning.
2. Be responsible for a designated classroom/teaching area and associated resources.
3. Direct the use of any support staff or volunteers. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
4. Use the allocated PPA time to plan effective lessons which have clear teaching aims, objectives, and lesson content, and appropriately structured subject matter that matches the needs and abilities of the pupils. Lesson time and resources should be used effectively.
5. Have high expectations of pupils' learning, attainment, progress and behaviour, and set clear targets that are realistic but aspirational, and which build upon prior knowledge or attainment.
6. Establish and maintain a high standard of behaviour by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
7. Employ homework to consolidate and extend learning as appropriate.
8. Provide a challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
9. Use a variety of differentiated teaching methods which incorporate effective feedback, questioning and response, whole class, small group and individual teaching.
10. Plan and provide structured learning opportunities, which engage pupils' interest, and which take account of their needs, including their developing spiritual, moral, physical, intellectual, emotional and social abilities.
11. Employ clear presentation and good use of resources.
12. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
13. Implement strategies to support children with SEND.
14. Consider the needs of all pupils within lessons to both support and challenge all learners
15. Encourage pupils to be part of a school community which is based on positive relationships, mutual respect, honesty, and care for others and our environment.
16. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
17. Value application, perseverance, initiative and independence of thought and action, as well as co-operation and teamwork.
18. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils become responsible members of our school and wider society.

19. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs.

### **Monitoring, Assessment, Recording, Reporting**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in the class.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Write/collate high quality and informative annual reports to parents/carers.
4. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parents' evenings and also informally at other times.
5. Contribute towards the implementation of support for children with SEND, as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
6. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
7. Prepare pupils for National Curriculum Assessments.

### **Curricular Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the appropriate National Curriculum content.
2. Have a secure knowledge of statutory requirements related to the pupils' education, safety and welfare.
3. Keep up to date with research and developments in pedagogy and curriculum content.
4. Support the ongoing curriculum developments in school, including leading a subject/area of expertise.
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

### **Professional Standards and Development**

1. Attend and participate in staff meetings, open evenings etc.
2. Understand professional responsibilities in relation to school policies and practices, and support and reinforce those policies.
3. Be aware of the role and functions of the Governing Body.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance, expectations and personal conduct.
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Establish effective working relationships with other professional colleagues, not only those within the School, but also those from other schools within our Family of Schools and outside agencies concerned with pupils' education and welfare, e.g. educational psychologists etc.
7. Assist in the development of the School Curriculum in line with the School's Development Plan.
8. Assist in the maintenance of good behaviour management in and around the School.
9. Attend meetings within the constraints of directed time, and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.

### **Health and Safety**

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

### **Continuing Professional Development - Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan, taking full advantage of any relevant training and development available.
3. Maintain a professional portfolio of evidence to support the Performance Management process - evaluating and improving own practice.
4. Contribute to the professional development of colleagues.

## **SECTION 2 – SPECIFIC PASTORAL DUTIES**

### **Support, Guidance, Monitoring and Reporting**

1. Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE lessons.
3. Use a supportive approach to help pupils explore thoughts, feeling and solutions to problems.
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

### **Rewards and Sanctions**

1. Inform, reinforce and implement the Behaviour Policy and 'Golden Rules' consistently across school.
2. Collate records of all rewards and incidents of inappropriate behaviour relating to pupils in their class (we use CPOMs for this)
3. Check reading entries etc. in Pupil Planners
4. Check daily that correct uniform/standard of dress is worn and to take action when necessary.
5. Have a detailed knowledge of the pupils in the class and play a central role in developing and maintaining class charters and rewards/sanctions

### **Liaising with Others**

1. Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform key team members about social or behavioural issues related to pupils, and Designated Safeguarding Leads where any concerns relate to Child Protection.
4. Build and maintain positive professional relationships with parents and carers
5. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
6. Keep up-to-date with Child Protection Procedures and training, and have a secure knowledge of the signs and indicators of abuse in order to notify the DSL of any concerns about a child.

### **General Tasks**

1. Set a prompt and structured start to sessions.
2. Ensure that the classroom is left tidy at the end of each lesson and report damage promptly.
3. Participate in, and deliver, assemblies where required.
4. Attend relevant assemblies
5. Organise class participation in School events.

#### **Administration: (Registration, Absences, Lateness)**

1. Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School Attendance Policy.
2. Collect letters and to pass these on to the appropriate Office Assistant for recording and filing.
3. Contribute to the monitoring of the pupils' attendance/absence and lateness records. The Attendance Officer and Headteacher will also contribute to this process.
4. Follow the procedures for Staff Absence, as set out in the Staff Handbook and Attendance Policy.
5. Distribute information to your class such as newsletters, letters etc.
6. Collate any reports on standards from lesson monitoring, book scrutiny, pupil voice etc. for your subject area and maintain a subject leader file as evidence of standards.

#### **SECTION 3 - ADDITIONAL DUTIES FOR THIS POST**

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

##### **Teaching and learning**

1. Ensure complete coverage of all curriculum statements with both core and foundation subjects.
2. Conduct revision and targeted group work to address gaps in learning and ensure understanding of curriculum statements.

##### **Monitoring, Evaluation and Review**

1. Provide ongoing assessments.
2. Review data against school, local and national statistics, and the levels achieved by pupils in all subject areas.
3. Within areas of identified strength, share good practice with other members of staff to assist improvements in teaching and learning within the School.
4. Within areas of identified weakness, seek support from subject specialists to bring about improvements in teaching and learning.

##### **Liaison**

1. Liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare.
2. Foster close relationships between the School, the pupils' homes, our local Junior School and the local community.
3. If appropriate, assist in the organisation of any Junior School transition and induction day visits etc.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's

professional responsibilities and duties, including the provision of high quality teaching and learning and the pastoral care of the children in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.