



## **JOB DESCRIPTION**

**POST:** Class Teacher  
**LOCATION:** Willow Primary Academy  
**GRADE:** TMS

### **JOB PURPOSE**

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. To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject area curriculum using a variety of approaches, to continually enhance teaching and learning.

Responsible to the Headteacher and the Local Advisory Board. The post-holder is also responsible to their colleagues for promoting a shared sense and understanding of the school's value system, with the aim of improving the quality and consistency of education across the school.

### **MAIN DUTIES AND RESPONSIBILITIES**

#### **Part one: Teaching**

A teacher must:

#### **Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### **Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these 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 misunderstandings demonstrate

a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship 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 if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### **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.

### **Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 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.

### **Manage behaviour effectively to ensure a good and safe learning environment**

- 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

### **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.

### **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
- communicate effectively with parents with regard to pupils' achievements and well-being.

### **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others to 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.

### **GENERAL DUTIES & RESPONSIBILITIES**

- to be responsible for the welfare, safety and discipline of a class of children within the appropriate department
- to undertake a teaching timetable as required
- to appropriately deploy staff allocated to a classroom (i.e. LP's, students, etc)
- to liaise effectively with parents, including home-school books (where appropriate)
- to deliver accredited courses (where appropriate)
- to prepare pupils for external assignments/exams (where appropriate)
- to collate and present work for moderation/assessment
- to participate in whole school and department events
- to undertake training as required
- to report any Safeguarding issues to one of the school's Safeguarding Officers
- to report any Health and Safety issues or concerns to the Head of Department
- to undertake other responsibilities specific to the post
- maintain confidentiality and discretion regarding sensitive information and to ensure that complex queries or issues are conveyed accurately to senior members of staff
- represent the school at all times in a professional, positive and helpful way
- be conversant with relevant IT and software, and keep up to date with developments in IT
- participate in the school's appraisal programme
- undertake training where this is appropriate
- contribute pro-actively to meetings and discussions as required, and to participate in the whole school team
- be compliant with GDPR
- To work within the Framework of national legislation and in accordance with the provisions of the Schools Teachers Pay and Conditions Document.
- In addition the post is subject compliance with:

- School policies and guidelines on the curriculum and school organisation
- Relevant Teachers' Standards
- SEN Code of Practice
- National Curriculum 201

## **QUALIFICATIONS/EXPERIENCE**

QTS

## **PRINCIPAL CONTACTS**

Pupils, Parents, Headteacher, other Teachers and LP's, other professional groups.

## **SUPERVISORY RESPONSIBILITY**

Support Staff assigned to work in their class

## **SUPERVISION RECEIVED**

Headteacher

## **SPECIAL CONDITIONS**

Occasionally the post-holder may be required to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance.

## **EQUAL OPPORTUNITIES**

The postholder is required to assist in the implementation of SAND Academies Trust equal opportunity objectives and the school's Equal Opportunities Policy.

This job description outlines duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities the post holder must use directed time appropriately, and have regard to clause 36 (1)f of a Teacher's Conditions of Employment.

The job description is not necessarily a comprehensive definition of the post and the teacher may be required to undertake other tasks appropriate to the level of appointment as the Senior Leadership Team may require. It may be reviewed annually, or earlier if necessary, and it may be subject to modification of amendment after consultation with the post holder.

Signed:.....(employee)

Printed:.....(employee)

Signed:.....(HR Officer)

Date:.....

## PERSON SPECIFICATION

### Class Teacher (Willow Primary Academy)

Criteria	Essential	Desirable
Qualifications & experience	<ul style="list-style-type: none"> <li>qualified teacher status (including NQTs/ECTs*)</li> <li>recent and relevant training</li> </ul>	<ul style="list-style-type: none"> <li>experience of leading a subject</li> <li>ICT skills, and experience in supporting special needs access to the curriculum</li> <li>experience of working as part of a multi-agency team</li> </ul>
Knowledge & skills	<ul style="list-style-type: none"> <li>effective communicator</li> <li>ability to effectively deploy and liaise with classroom staff</li> <li>safe working practice that protects children and adults who work with them</li> </ul>	<ul style="list-style-type: none"> <li>knowledge of Positive behaviour management and strategies</li> <li>good organisational skills</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>able to maintain confidentiality in all circumstances</li> <li>ability to build and form good relationships with colleagues</li> </ul>	
Knowledge & values of the Trust	<ul style="list-style-type: none"> <li>commitment to working in partnership with staff, pupils, parents, governors and other professionals</li> <li>commitment to the wider work of the Trust</li> </ul>	<ul style="list-style-type: none"> <li>ability to identify with the Trust's values &amp; principles</li> </ul>
Special conditions	<ul style="list-style-type: none"> <li>you may be asked to work at other schools within the MAT</li> </ul>	

\* except school's rated Grade 4 by Ofsted at their last inspection