

Job Description

To assist the Headteacher:-

- To carry out the duties of a classroom teacher as laid out in the 'School Teacher's Pay and Conditions document.
- To support the Headteacher in meeting the school's agreed aims and objectives. practice of the school's policies, systems and procedures.
- To support school development by following policy and practice, school rituals and routines.
- To develop the School Improvement Plan priorities through a whole school approach to trialling initiatives as agreed with appropriate active feedback.
- To take an active and positive role in the Performance Management target setting process/the school's professional development programme/and job description reviews on a cyclical yearly basis.
- To work as a proactive member of the staff team.
- To set an example as a leader of a curriculum area taking a proactive role in managing the curriculum responsibility, its monitoring, its resourcing, setting its budget and ensuring appropriate support and staff training to self and other staff. To plan, action and evaluate the subject's development yearly ensuring other staff are kept informed of actions taken.
- To take an active role in the wider life of the school — running clubs, supporting Thorpe Community Association meetings and fund raising initiatives etc.
- To carry out any other duties the Headteacher may need to decide upon from time to time.

Specific classroom teacher responsibilities:-

- To plan termly within the whole school long term plan, with one's partner teacher, to provide a stimulating, inter-active and motivating curriculum, using the agreed whole school formats for recording the plans. To work with staff to constantly review and evaluate the curriculum providing a creative approach through 'Excellence and Enjoyment'.
- To plan for assessment and testing within the whole school cycle and to record outcomes for individual/groups of pupils to inform teaching, using the whole school record keeping formats as agreed.
- To evaluate pupil's learning with them using the Assessment for Learning strategies.
- To provide for stimulating and motivating teaching of pupils within the medium term plan, and by focusing effectively upon the learning objectives taught, ensuring pupils

can verbalise and understand what is intended for their learning and development within each lesson.

- To provide effective planning/teaching for differentiation, taking into account the individual needs of all children taught.
- To mark and evaluate pupil's work daily/regularly giving written/verbal feedback against the learning objective taught and in line with the school's marking policies.
- To provide and mark pupil's homework as agreed in the school's homework policy.
- To report effectively using whole school agreed models — to parents, outside agencies, teaching colleagues — sharing progress and planning for future teaching/pupil needs
- To support whole school targets through effective use of assessment and testing outcomes, by target setting of individual and groups of pupils to raise achievement.
- To manage effectively the direction of teaching assistant support within the classroom,.
- To ensure effective communication with support staff, parents and outside agencies so that clear learning objectives are shared and expectations for activities are clearly understood. This will enable the effective use of human resources to further the raising of pupil's achievement.
- Establish a partnership with parents ensuring effective communication via curriculum letters, homework letters, visit arrangements, classroom support, IEP's and GEP's and parent consultation evenings, so as to raise parental involvement in their child's education.
- To establish and maintain a classroom environment in line with whole school practice that is:
 - Tidy/organised/labelled for access to resources
 - Informative/celebratory/interactive
 - Professionally maintained and organised
 - One in which children have pride and have ownership
 - Effectively resourced

Person Specification – Class Teacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • Degree level qualification 	<ul style="list-style-type: none"> • Further qualifications or accreditations linked to education
Experience	<ul style="list-style-type: none"> • Experience of successful teaching in the primary phase • Experience of working effectively in partnership with parents 	<ul style="list-style-type: none"> • Experience of more than one Key Stage • Experience of leading a subject area, with ability to show whole school impact • Experience and willingness to provide extra-curricular activities for children
Knowledge and understanding	<p>Know and understand about the following:</p> <ul style="list-style-type: none"> • Effective teaching and learning styles • The theory and practice of providing effectively for the individual needs of children • The National curriculum and age-related expectations • Monitoring, assessment, recording, tracking and reporting of pupils' progress • The statutory requirements and expectations concerning Safeguarding and <p>Child Protection, Equal Opportunities, SEND and Health and Safety</p>	<ul style="list-style-type: none"> • Understanding of current developments regarding the National Curriculum • Understanding the positive links necessary within a school, and in turn with all its stakeholders
Skills	<ul style="list-style-type: none"> • Ability to inspire and motivate children • Ability to assess children, use AfL effectively and plan accordingly; differentiating work to meet each child's needs • Ability to promote positive learning behaviour throughout the class and school and to have 	<ul style="list-style-type: none"> • Show evidence of commitment to taking an active part in school-life, including out of hours activities • Evidence of continuous professional development and commitment to further professional development relating to curriculum/teaching and learning/career development

	<p>a positive approach to behaviour management</p> <ul style="list-style-type: none"> • Strong inter-personal skills to develop pupil and parental relationships • Work effectively as part of a team • Communicate effectively (both orally and in writing) to a variety of audiences • Use ICT to enhance children's learning as well as for planning, developing the curriculum and communicating • Able to identify own learning needs 	
Personal Characteristics	<ul style="list-style-type: none"> • Commitment to inclusion and equal opportunities • Resilience and enthusiasm • Highly motivated and able to motivate others • Flexible and able to act on initiative • Demonstrates emotional intelligence 	