

Job Description for Class Teachers – Main Scale

Starting Date: September 2022	
Title of Post: Class Teacher	Status of Post: Permanent
Salary Grade: Main Scale	
Person to whom teacher is responsible: Head Teacher	

This job description forms the basic structure of the school's job descriptions. It should be read with those additional sections which are applicable. It may be amended at any time, following consultation between the Headteacher and member of staff and will be reviewed annually. Priorities for the year will be negotiated and highlighted as part of the performance management review.

CLASS TEACHER (Main scale)

This job description should be read in conjunction with Part 12 of the STPCD (and annex 1 to the STPCD for post-threshold standards) as well as the QTS professional standards.

Job Purpose:

The Class Teacher will:

- Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
- Maintain the positive ethos and core values of the school, both inside and outside the classroom.
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.
- Have a working knowledge of the national conditions of employment for school teachers as set out in the current copy of the School Teachers' Pay and Conditions Document.
- The national standards for Qualified Teacher Status.

Duties:

The Class Teacher will:

- Implement agreed school policies and guidelines.
- Support initiatives decided by the Head Teacher and Executive Headteacher and staff.
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks.
- Be able to set clear targets, based on prior attainment, for pupils' learning.
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils.
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
- Report to parents on the development, progress and attainment of pupils.
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy.
- Take part in and contribute to meetings that relate to teaching/curriculum, planning, assessment, reporting and progress of pupils assigned to him/her; cooperate with and

where appropriate, advise the headteacher and other colleagues in the review, development and management of a subject in the school.

- Communicate and co-operate with specialists from outside agencies.
- Plan for, organise and direct the work of support staff within the classroom.
- Participate in the performance management system for the appraisal of their own performance, or that of other teachers.
- Be committed to safeguarding of children and follow Keeping Children Safe in Education

Knowledge and understanding

- Have knowledge of and keep up to date with the National Curriculum and the Agreed Syllabus for Religious Education.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.
- Select and make good use of IT skills for classroom and management support.
- Be familiar with the school's current systems and structures as outlined in policy documents, including the Health and Safety and Child Protection Policies.
- Understand and know how national, local comparative and school data, including National Curriculum test data, can be used to set clear targets for pupil's achievement.

Planning, Teaching and Class Management:

- Plan and deliver in relation to the National Curriculum and the Agreed Syllabus for Religious Education, with regard for the School's Aims Statement, own policies and schemes of work, the Teaching Programme for all children within the class.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Make effective use of assessment information on pupil's attainment and progress, and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met.
- Monitor and intervene when teaching, to ensure sound learning and discipline, and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the Code of Practice and identification, assessment and support of pupils with Special Educational Needs.
- Evaluate their own teaching critically, to improve effectiveness.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess and record each pupil's progress systematically, with reference to the schools current practice, including the social progress of each child and use the results to inform planning.

- Mark and monitor classwork and homework, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress to the Headteacher and parents as required.

Other Professional Requirements:

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents, in respect of the duties and responsibilities of the post. Be aware of the need to take responsibility for your own professional development.