



WENDELL PARK PRIMARY SCHOOL – JOB DESCRIPTION

Class Teacher

Job Title: Class Teacher

Responsible to: Executive Headteacher and the Governing Board

OVERALL RESPONSIBILITY

- To deliver high quality lessons within the broad, balanced and relevant subject area curriculum using a variety of approaches, to continually enhance teaching and learning.
- To support the monitoring of pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of welfare and personal care of children and young people with regard to 'Keeping Children Safe in Education' and local area child protection procedures.
- To maintain and build upon the standards achieved in the award for QTS (Primary) as set out by the Secretary of State.

SECTION 1 – GENERAL TEACHING DUTIES

Teaching and Learning:

- Manage pupil learning through effective teaching in accordance with the Key Stage programmes of study and policies.
- Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches to match curricular objectives in subject areas and pupils needs and ensure equal opportunities for all pupils.
- Support individual learning, including SEND, EAL, disadvantaged and pupils considered to be more able, by delivering work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Direct the use of support staff (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and maximise their effectiveness within lessons.
- Use a variety of teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
- Provide structured learning opportunities which engage pupils' interest and which take into account their needs – particularly their developing physical, intellectual, emotional and social abilities.
- Have high expectations of the pupils' behaviour, academic and social abilities and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
- Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions and thereby create an environment in which pupils feel safe, secure and confident.
- Employ clear presentation and good use of resources.
- Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.

- Value application, perseverance, initiative and independence of thought and action as well as co-operative endeavours.
- 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 society.
- 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 irrespective of gender, race, disability or academic achievement.
- Develop in pupils and appreciation of human achievements, failures and aspirations.
- Develop in pupils positive attitudes towards, and concern for, the environment.

Curricular Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, end of key stage expectations and specifications for all relevant areas of the curriculum.
- Have a good knowledge of statutory requirements related to education and welfare.
- Recognise the contributions of all communities in the development of a diverse and inclusive curriculum with consideration of all protected characteristics.
- 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.
- To lead and manage a subject by acting as the subject lead for a curriculum area.

Professional Standards and Development

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Understand their professional responsibilities in relation to school policies and practices and, in so doing, actively support and reinforce those policies e.g. Anti-Bullying, Positive Behaviour etc.
- Be aware of the role and functions of the Governing Board.
- Set a good example, not only to the pupils they teach, but also to other pupils in the school in their appearance and their personal conduct.
- Establish effective working relationships with other professional colleagues.
- Assist in the maintenance of good discipline in and around the school.
- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Rewards and Sanctions

- Inform, reinforce and implement the Positive Behaviour Policy.
- Play a central role in clarifying to pupils the consequences of stepping over the boundaries outlined in the Positive Behaviour Policy.

Liaising with Others

- Consider carefully who is the most appropriate person to help in a specific situation and determine who should make contact, when and how etc.
- Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
- Inform appropriate learning and behaviour leads about social or behavioural issues related to pupils.
- Keep up-to-date with Safeguarding Procedures (including reading the relevant sections of 'Keeping Children Safe in Education') and notify the Designated Safeguarding Lead (DSL) of any concerns about a child.

General Tasks

- Set a prompt and structured start to the morning and afternoon sessions.
- Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly.

Administration

- Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the Attendance Policy.
- Collect absence letters and pass these on to the appropriate person for recording and filing.

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.

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

The teacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Reviewed by: Dave Collins, April 2024
