

***Trinity St Mary’s C of E Primary***

# Job Description Class Teacher with subject lead responsibilities

**Name:** Class Teacher

**Grade:** Main Scale

**Reporting to:** Headteacher, Senior Leadership Team and Governors

This job description should be read in conjunction with the current School Teachers’ Pay and Conditions Document and the provisions of that document will apply to the post holder.

**Purpose:**

1. To carry out the professional duties of a Class Teacher, with due regard to the requirements of the early Years/National Curriculum, to ensure high quality education for all pupils
2. To promote and enhance the aims and objectives of the school and maintain its philosophy of education
3. To work in partnership with staff, governors and other agencies, as appropriate, to offer to all pupils a highly effective education in a stimulating and engaging environment
4. To promote the Christian values and ethos of our school

**General Responsibilities:**

1. To comply with all the school’s codes of practice, policies and procedures, including the code of conduct, and those relating to child protection, data protection and health and safety.
2. To be committed to the promotion of equality, diversity and inclusion within the whole school community, in line with the policies of the school, London Borough of Wandsworth, the Southwark Diocesan Board of Education; to work to create and maintain a safe, supportive and welcoming environment where everyone is treated with dignity and their identity and culture are valued and respected.
3. To be fully aware of and understand the duties and responsibilities in relation to child protection and safeguarding children and young people. To ensure that the designated members of staff for safeguarding are made aware and kept fully informed of any concerns which you may have in relation to safeguarding and/or child protection.

**Specific Areas of Responsibility and Key Tasks:**

* Plan and teach lessons which ensure that pupils experience a creative, relevant and stimulating curriculum that both develops secure basic skills and gives opportunities for wider learning
* To make appropriate educational provision for pupils with SEN, EAL, or the more able, liaising with the Inclusion Manager & Assessment lead
* Mark pupils’ work and give effective feedback, in accordance with the school’s marking policy
* Ensure that pupil progress is assessed, monitored and reported systematically and appropriate steps and targets are put in place to support or extend pupils as necessary
* Maintain a high level of expectation, including pupil behaviour and achievement, within the class
* Communicate and liaise with outside agencies (e.g. speech and language therapists, educational psychologists), including participation in meetings, as appropriate
* Encourage pupils to become independent learners, able to think and talk articulately about their learning
* Create a secure, happy and stimulating learning environment, with engaging displays both in the classroom and in other areas of the school
* Write reports, attend parent consultations and meet parents, as required, to keep them informed about their child’s work and progress
* Attend weekly staff meetings and briefings
* Take responsibility for the management of other adults in the classroom
* Work as part of the Key Stage team
* Contribute to the wider life of the school, including the provision of extra- curricular after school clubs
* Develop effective relationships with governors, parents and other stakeholders in the school community.
* Take part in appropriate staff development in line with the school development plan and appraisal objectives and keep up to date with educational developments.
* Adhere to the highest standards of and personal and professional conduct
* Be reflective, adaptable and proactive
* Take on any additional responsibilities which might from time to time be required

Whilst every effort has been made to list the main duties and responsibilities, each individual task may not be identified. These duties may vary to meet the changing demands of the school and/or the developing career aspirations of the teachers. All teaching duties are in-line with the National Teaching Standards.

**Person Specification - Class Teacher with subject lead responsibilities**

**Post Title:** Class Teacher

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Essential** | **Desirable** | |
| **Qualifications** |  |  | |
| Educated to degree level | ✓ |  | |
| Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS | ✓ |  | |
| **Experience** |  |  | |
| Taught in a range of year groups |  | ✓ | |
| Will have had experience of teaching in a multicultural inner city environment |  | ✓ | |
| Experience of leading a team |  | ✓ | |
| **Professional Knowledge and Understanding** |  |  | |
| Must understand the expectations in the new Ofsted Framework regarding effective learning and teaching | ✓ |  |
| A sound knowledge and understanding of the National Curriculum | ✓ |  |
| An excellent understanding of curriculum and pedagogical issues relating to learning and teaching. | ✓ |  |
| Understanding of current good practice in learning and development | ✓ |  |
| Understanding of the interrelated developmental, learning and cultural needs of young children and the implications for good practice in care and education | ✓ |  |
| Good understanding of Statutory and Non Statutory testing across the primary phase |  | ✓ |
| Understanding of and commitment to the school policies, in particular:   * Safeguarding / Keeping children safe in education * Participation and implementation of the School Behaviour Policy * Awareness of Health and Safety implementation in the work place * Implementation of the school Equal Opportunities Policy | ✓ |  |
| Must understand the contribution of EMAG work in a primary school and what constitutes good practice and support for bilingual learners |  | ✓ |
| Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN | ✓ |  |
| Knowledge & understanding of how to challenge high ability learners within the classroom setting | ✓ |  |

|  |  |  |
| --- | --- | --- |
| **Professional Skills and Abilities** |  |  |
| A good classroom practitioner willing and able to teach any class in the Primary phase as deemed necessary | ✓ |  |
| A teacher with good ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching | ✓ |  |
| Able to observe and interpret children’s behaviour, identify learning needs and employ a range of teaching styles to ensure progress | ✓ |  |
| Able to plan, organise and resource a stimulating learning environment for individual children and groups of children and deliver, evaluate and assess learning | ✓ |  |
| Must be able to keep records of pupil progress in line with school policy | ✓ |  |
| Must be able to use assessments of pupils learning to inform future planning | ✓ |  |
| Ability to plan and work collaboratively with colleagues | ✓ |  |
| **Personal Qualities** |  |  |
| Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children | ✓ |  |
| A teacher with a flexible approach to work who enjoys being a good team member | ✓ |  |
| Must have good communication skills both orally and in writing | ✓ |  |
| Must be able to manage own work load effectively and respond swiftly to tight dead lines | ✓ |  |
| Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships | ✓ |  |
| Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit | ✓ |  |
| Willingness to, and ability to, contribute to whole school INSET | ✓ |  |
| Openness and willingness to address and discuss relevant issues, allied with an ability to inspire and challenge others | ✓ |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with policy | ✓ |  |
| To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post | ✓ |  |
| An understanding of the Teaching Standards and what is required in order to fulfil them. | ✓ |  |