



# Class Teacher Person Specification

	Essential	Desirable
<p><b>Qualifications</b> Evidenced in: application form</p>	<p>Qualified Teacher status.  Degree or Degree / PGCE.</p>	<p>Evidence of INSET and commitment to further professional development. E.g. Mathematics/Science/Art Skills and Qualifications.</p>
<p><b>Experience</b> Evidenced in: letter of application interview portfolio/presentation</p>	<p>The Class Teacher must have experience of:</p> <ul style="list-style-type: none"> <li>• Delivering high quality teaching in EYFS, KS1 and KS2 within a school.</li> <li>• Experience of working with SEN pupils within a whole class setting.</li> <li>• Safeguarding in a Primary School</li> </ul>	<p>In addition, the Class Teacher might have experience of:</p> <ul style="list-style-type: none"> <li>• Working in partnership with parents.</li> <li>• Working with children and young people in different settings.</li> <li>• Working with children with specific SEN issues such as ADHD or Dyslexia.</li> <li>• Leading a subject, initiative or pupil group.</li> </ul>
<p><b>Knowledge and Understanding</b> Evidenced in: application form lesson observation interview</p>	<p>The Class Teacher must have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation, adaptive teaching )</li> <li>• Effective teaching and learning styles.</li> <li>• The monitoring, assessment, recording and reporting of pupils' progress.</li> <li>• What constitutes quality and high standards in learning within respective 'phase' teaching and how to sustain this.</li> <li>• The statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection.</li> <li>• The positive links necessary within school and with all its stakeholders</li> </ul>	<p>In addition, the Class Teacher might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Assessment tasks including curriculum tests.</li> <li>• The links between schools and other agencies.</li> <li>• Partner school and network meetings / activities including cross phase activities that enhance provision.</li> </ul>

# Class Teacher Job Description

POST: Teacher Full Time - Permanent (*If an ECT this will be subject to completing a successful ECT programme*)

PAY RANGE: Main Pay Scale

ACCOUNTABLE TO: The Headteacher and Governing Body.

## JOB PURPOSE

To ensure high quality education for all pupils in a designated class

To carry out the professional duties of a teacher as circumstances may require, in accordance with the teacher's standards and school's policies, under the direction of the Headteacher.

## AREAS OF RESPONSIBILITY AND KEY TASKS

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge all pupils and ensure high levels of interest
- setting individual pupils clear targets regularly that build on prior attainment
- identifying SEN or very able pupils
- identifying termly any pupils who are vulnerable and communicating them through the school system
- providing clear structures for lessons maintaining pace, motivation and challenge
- carry out and make use of termly assessments to ensure coverage of programmes of study
- ensuring effective teaching and best use of available time
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Use a variety of teaching methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary

- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, IT and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- encouraging pupils to think and talk about their learning, developing independence, resilience and self-control
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

#### Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets for progress according to school policy
- assess and record pupils' progress systematically using the school system and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- undertake assessment of students as requested by examination bodies, departmental and school procedures
- prepare and present informative reports and to parents both verbally and in written form

#### Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work (when required) and develop plans which identify clear targets and success criteria for its development and / or maintenance
- contribute to the whole school's planning activities

#### Working Relationships

- achieve constructive working relationships with all staff.
- direct, organise and manage the work of support staff within the classroom ensuring their effective and efficient deployment
- liaise effectively with colleagues to ensure the successful transition of pupils through the school.
- build and maintain co-operative relationships with parents and carers.

### Other Professional Requirements

- evaluate own teaching critically to improve effectiveness
- Take responsibility for one's own professional development including knowledge of school policies and procedures.
- Keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings.
- Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- Undertake break time and after school duties as directed to ensure the smooth running of the school.
- Participate in performance management through the setting of personal targets and monitoring of performance as set out in the Teachers' Pay and Conditions.
- Keep up to date and further your knowledge of Education through personal research, reading, observation and coaching opportunities.
- Take on any additional responsibilities which might, from time to time, be determined
- Carry out the duties above and conduct yourself in a professional way.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the

exercise of professional duties for all teachers, other than headteachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document.

This job description may be amended at any time following discussion between the Headteacher and member of staff.