**Boundary Primary School**

**Class Teacher – Job Description**

|  |
| --- |
| Post Title: **Class Teacher**  School: **Boundary Primary School, Blackpool**  Line Manager: **Headteacher**  Supervisory responsibilities: **None** |
| **Job Purpose:**   1. Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers’ Pay and Conditions Document. 2. Teach in accordance with ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below |
| **Responsible for:**   * To ensure that all health, safety and safeguarding policies, procedures and responsibilities are adhered to * To create and manage a caring, supportive, purposeful and stimulating environment which is conductive to children’s learning * To plan and prepare lessons in order to deliver the National Curriculum ensuring breadth and balance in all subjects * To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations * To maintain good order and discipline among the pupils, safeguarding their health and safety * To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities * To plan opportunities to develop the social, emotional and cultural aspects of pupils’ learning * To maintain a regular system of monitoring, assessment, record-keeping and reporting of children’s progress. * To prepare appropriate records for the transfer of pupils * To ensure effective use of support staff within the classroom, including parent helpers * To participate in staff meetings as required * Contribute to the development and co-ordination of a particular area in the curriculum * To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements * To ensure that school policies are reflected in daily practice * To communicate and consult with parents over all aspects of their children’s education-academic, social and emotional * To liaise with outside agencies when appropriate e.g. Educational Psychologist * To continue professional development, maintaining a portfolio of training undertaken * To meet with parents and appropriate agencies, to contribute positively to education of the children concerned * To support the Headteacher in promoting the ethos of the school * To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures * To promote equality as an integral part of the role and to treat everyone with fairness and dignity * To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety Policy and any school specific procedures/rules that apply to this role |
| **Liaising with:**  **Other staff – teaching/support staff, LA representatives, external agencies, partner schools, parents and governors.** |
| **Teachers standards:**   * To lead and assist in the development and implementation of policies, practices and the curriculum schemes of work which reflect the schools’ commitment to high achievement and effective teaching and learning. * To contribute to the creation of a climate which enables other staff to develop and maintain positive attitudes towards their teaching. * To help establish, with the involvement of relevant staff, long term plans for development which:-  1. Contribute to whole school aims, policies and practices 2. Are understood by all those involved in putting the plans into practice 3. Are clear about the action to be taken, timescales and criteria for success.  * In accordance with the school assessment calendar, analysis of internal and external data for standards, targets and trends, distribution to staff for Performance Management objectives and presentations to Governors or returns to the LA and DfES. * Lesson observation and feedback to look at consistency of delivery of the curriculum, creativity and innovation of activities, making sure ICT experiences and opportunities are in place, talking to pupils to find out about their progress and interest in the subject and differentiation to make sure that all pupils are challenged and their needs are met, from Gifted and Talented as well as high attainers at all levels. * Pupil work trawls to look at quality of learning, standards of presentation and to feedback issues, sensitively individually and to all staff. * Preparing reports on progress against the current School Improvement Plan. * Termly update of action plans and comments on the previous term. * To contribute to the school annual audit for self –evaluation for SEF updates as part of preparation for inspection, and prepare an action plan for the next year with outline plans for the following two years to show planned subject/aspect development. * Lead staff INSET or contribute to staff meetings giving feedback on monitored and evaluated aspects. Keeping yourself up to date on local and national developments in your area of responsibility. * To work with the Headteacher, Deputy Headteacher, Assistant Head and other TLR’s on issues of curriculum development or on personal development of teaching and learning practice where issues are identified through planned observation in line with the school monitoring programme. |
| **Specific responsibilities working in partnership with the Headteacher to:**  **Curriculum responsibilities**   * Become responsible for an area of curriculum development which would include Assessment or other designated curriculum area * Take responsibility alongside the SLT and middle leaders for planning, development, monitoring and assessment of outstanding whole school curriculum provision Lead a teach if staff through the component parts of planning, development and delivery of curriculum ensuring outstanding learning opportunities for all pupils * Develop distinctive features of the curriculum including extra-curricular activities * Develop and monitor assessment practice * Maintain a central pupil performance database and report to class teachers on pupil performance, contributing to pupil progress reviews where necessary * Challenge under performance robustly following policy and procedure * Assist in managing a system of performance management for all staff to include both staff and curriculum development * Ensure that all pupils receive their entitlement to the full curriculum within a framework of equal opportunities and ensuring regular monitoring and reporting of their progress * To ensure that all parents are well informed about curriculum attainment and progress and are able to understand realistic and challenging targets for improvement and to make a fully informed contribution to achieving them   **Teaching and Learning**   * To ensure curriculum coverage, continuity and progression for all learners through planning, setting and marking appropriate work. * To ensure effective development of learners’ skills throughout your teaching. * To evaluate your teaching and use the analysis to identify effective practice for implementing a variety of teaching strategies and reasons for your own professional improvement. * To maintain discipline in accordance with the school procedures and to encourage good practice with regard to punctuality, behaviour, standards or work and homework. * To establish and implement school policies and practices for assessing, recording and reporting on learners’ achievement and for using this information to recognise progress in report writing and record keeping. * To ensure that information about learners’ achievements in previous classes is used for valued further progress. * To set expectations and clear targets for support staff and learners in relation to the standards and needs of the learners’ and evaluate progress, achievement and the next steps for further progress to be made. |
| Teachers standards:  A teacher must:  1. Set high expectations which inspire, motivate and challenge pupils  • establish a safe and stimulating environment for pupils, rooted in mutual respect  • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.  2. Promote good progress and outcomes by pupils  o be accountable for pupils’ attainment, progress and outcomes  o be aware of pupils’ capabilities and their prior knowledge, and plan teaching  o to build on these  o guide pupils to reflect on the progress they have made and their emerging needs  o demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  • encourage pupils to take a responsible and conscientious attitude to their own work and study.  3. Demonstrate good subject and curriculum knowledge  • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject  • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  4. Plan and teach well-structured lessons  • impart knowledge and develop understanding through effective use of lesson time  • promote a love of learning and children’s intellectual curiosity  • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  • reflect systematically on the effectiveness of lessons and approaches to teaching  • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).  5. Adapt teaching to respond to the strengths and needs of all pupils  • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  • have a secure understanding of how a range of factors can inhibit pupils’ability to learn, and how best to overcome these  • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development  • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.  6. Make accurate and productive use of assessment  • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  • make use of formative and summative assessment to secure pupils’  • progress  • use relevant data to monitor progress, set targets, and plan subsequent lessons  • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.  7. Manage behaviour effectively to ensure a good and safe learning environment  • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy  • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  • manage classes effectively, using approaches which are appropriate to  • pupils’ needs in order to involve and motivate them  • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  8. Fulfil wider professional responsibilities  • make a positive contribution to the wider life and ethos of the school  • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  • deploy support staff effectively  • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  • communicate effectively with parents with regard to pupils’ achievements  • and well-being.  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.  • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:  • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position  • having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions  • showing tolerance of and respect for the rights of others  • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs  • ensuring that personal beliefs are not expressed in ways which exploit  • pupils’ vulnerability or might lead them to break the law.  • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.  • • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |
| **Effective use of resources:**   * To establish resource needs and advise Headteacher of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school and its plans. * To ensure the effective, efficient management and organisation of learning resources, including the use of information and communication technology in your teaching, planning, research, assessment and record keeping. * To maintain existing resources and explore opportunities to develop or incorporate new resources from a wider range of sources inside and outside the school. * To be responsible for the school INSET plans and programme, curriculum resources purchases, monitoring and stock control. * To support and discuss School Policies at Governors and /or parents meetings when requested to do so. To contribute towards the enhancement and broadening of the schools present policies in parental and community involvement. * To support and contribute to effective working relationships with teachers, parents, LA Officers/Advisors, at school, LA, national meetings, the media and the community generally; to be accountable to the Headteacher, the School Governors and the Local Authority. |
| **Specific Responsibilities:**   * To observe, analyse and monitor particular aspects of teaching and learning in the school in line with the school monitoring programme. * To mentor and coach individual colleagues as agreed with the Headteacher and individuals after analysis and consultation. * To plan the school INSET programme in liaison with SLT. * To be accountable for ordering and deployment of curriculum resources. * To lead and deliver curriculum INSET to staff as part of the school programme and to liaise with partner schools as appropriate. * To advise SLT on curriculum developments in order to raise standards in teaching and learning and especially in line with Excellence and Enjoyment and your specific responsibilities. * To report to SLT, staff, Governors and the LA as necessary especially on the ECM outcome for enjoy and achieve for the SEF. * You will be invited to attend SLT when issues for the curriculum are on the agenda. * To attend LA curriculum training courses as agreed with the Headteacher and for your own Performance Management Objectives. * The list of tasks for you and the time required will be agreed as a result of the school monitoring and INSET programmes, will be reviewed and agreed between yourself and the Headteacher termly. |
| **General duties and other responsibilities:**   * This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying them out, although the duties listed will qualify for non-contact time for Preparation, Planning and Assessment, in line with your teaching time (10% of) * To work in accordance with 1988 Education Act, more recent legislation with particular reference to Health and Safety requirements and LA policy and advice. * To supervise and monitor learners’ behaviour and conduct both in lessons and in the playground as part of the school duty of care, pastoral and welfare support. * To be familiar with the Fire Drill and evacuation procedures and school medical routines and responsibilities. * To report all incidents of children to senior staff and after consultation to parents when appropriate. * To be aware of child protection issues and the need for confidentiality and to identify to the class teacher and/or the named child protection colleague in school, concerns in respect of individual children. * To take part in the school routines for Performance Management and Continuing Professional Development and to be responsible for your own Professional Portfolio, in line with the policies and Codes of Practice for the school with regard to Performance Management, career pathways, recruitment and retention of staff, staff discipline and pay. * To attend staff meetings and other professional training as appropriate. |
| This job description is not a contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes ort as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the appraisal process or as appropriate. |
| Signature of Post Holder Date  Signature of Headteacher Date |