

Achievement for all – nurturing all individuals to be caring, hardworking, independent, respectful and tolerant members of 'Team Grange Farm' who are proud of themselves and their school.



Classroom teacher

MPR/UPR

Accountable to: Phase Leader

Purpose of post:

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

Teachers paid on the Upper Pay Range (UPR) have been assessed as 'highly competent' in all elements in all elements of the Teachers' Standards and their achievements and contribution to the School are expected to be substantial and sustained.

Members of staff should at all times work within the framework provided by the School's policy statements to fulfil general aims and objectives.

Job description:

Developing Professional and Constructive Relationships

- Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establish fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Working Within the Law and Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children, including reading and implementing the School's key safeguarding materials which include:
 - The Safeguarding and Child Protection Policy
 - The Whistleblowing Policy
 - Staff Code of Conduct
- Familiarise yourself with the content within Keeping Children Safe in Education.
- Have responsibility for registering pupils following the School protocol.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Commitment to Safeguarding responsibilities appropriate to the role
- Know how to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

Developing Practice

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.).
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining approaches where necessary.

Professional Skills

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a series of lessons informed by secure subject/curriculum knowledge.
- Adhere to the assessment schedules.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which they teach and:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet pupils' needs and take practical account of diversity and promote equality and inclusion.

- Build on the prior knowledge and attainment of those they teach in order that pupils meet learning objectives and make sustained progress.
- Develop concepts and processes which enable pupils to apply new knowledge, understanding and skills.
- Adapt their language to suit the pupils they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Teach engaging and motivating lessons informed by well-grounded expectations of pupils and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring pupils' progress and levels of attainment.
- Provide pupils, colleagues and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Use assessment and feedback to provide pupils with feedback, creating opportunities for pupils to respond to individual and class feedback through varied tasks.
- Support and guide pupils so that they can reflect on their learning, identify the progress they have made, set targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets and plan future teaching.
- Establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children so that pupils feel secure and sufficiently confident to make an active contribution to learning and to the School.
- Manage pupils' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the School's behaviour policy.
- Promote pupils' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Professional Knowledge and Understanding

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all pupils to achieve their potential.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know the assessment requirements and arrangement for the year group they teach, including those relating to public assessments.

- Know how to use data to evaluate the effectiveness of their teaching, to monitor the progress of the pupils they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of subject areas and related pedagogy including recent relevant developments.
- Understand how children develop and how the progress, rate of development and well-being of pupils are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Additional duties

- To hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- To work positively and inclusively with colleagues and customers so that the school provides a workplace and delivers services that do not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities.
- To fulfil personal requirements, where appropriate, with regard to school policies and procedures, health, safety and welfare, emergency, evacuation, security and promotion of the school's priorities.
- This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.
- Commitment to Safeguarding responsibilities appropriate to the role
- To work flexibly in the interests of the school. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.