

CLASS TEACHER JOB PROFILE

Responsible to: Head Teacher, Deputy Head Teacher / Senior Leaders

All members of our teaching staff are required to carry out the duties of a school teacher as set out in the current 'School Teachers Pay and Conditions' Document.

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

Professional Responsibilities:

- To ensure the school's values and vision are integral to all aspects of school life;
- To contribute effectively to the development of a positive ethos in which all pupils have access to a creative education that promotes a lifelong love of learning whilst supporting their spiritual, moral, cultural, social, mental and physical development in preparation for their futures;
- To plan, prepare and teach the school curriculum in line with any statutory requirements and the school's schemes of work, ensuring teaching of the highest standard;
- To create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve their potential;
- To work co-operatively with all other members of staff and plan effectively with year group colleagues;
- To effectively manage other adults within the classroom and ensure their focus is on supporting and guiding learning;
- To monitor and assess pupils' work, using these assessments to inform planning and set targets that promote continuity and progression, ensuring the pupils themselves feel part of this process;
- To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all;
- To work in partnership with parents, guardians and carers together with all other members of staff, to promote the wellbeing and educational progress of each pupil;
- To follow school policies under the direction of the Headteacher and Deputy Headteacher, specifically the Safeguarding and Child Protection Policy;
- To maintain good order and discipline within the class in line with the school's behaviour policy and principles;
- To respect confidentiality at all times;
- To attend relevant meetings and training as required;
- To participate in the performance and development review process, taking personal responsibility for the identification of learning, development and training opportunities, in discussion with line manager;
- To proactively extend own professional learning and follow guidance and support from members of the Senior Leadership Team in relation to utilising opportunities for further career development;
- To comply with individual responsibilities, in accordance with the role, for Health & Safety in the workplace.

This job description may be amended at any time, according to the changing priorities of the school as identified within the school development plan and in consultation with the post holder. The duties outlined on this job profile are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out the appropriate duties within the context of the job, skills and grade.

Teacher Standards 2012

PART 1 - TEACHING

1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

- 1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- 2(a) be accountable for pupils' attainment, progress and outcomes
- 2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2(c) guide pupils to reflect on the progress they have made and their emerging needs
- 2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- 3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3(c) 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
- 3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. PLAN AND TEACH WELL STRUCTURED LESSONS

- 4(a) impart knowledge and develop understanding through effective use of lesson time
- 4(b) promote a love of learning and children's intellectual curiosity
- 4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
- 4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
- 4(e) 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

- 5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 5(c) 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
- 5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; 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

- 6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment

requirements

6(b) make use of formative and summative assessment to secure pupils' progress

6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons

6(d) 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 7(a) 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 7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

8(a) make a positive contribution to the wider life and ethos of the school

8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

8(c) deploy support staff effectively

8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues

8(e) communicate effectively with parents with regard to pupils' achievements and well-being

PART 2: PERSONAL & PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school

(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

(c) showing tolerance of and respect for the rights of others

(d) 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

(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

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

Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Agreed by:

Headteacher: _____

Date: __

Member of staff: _____

Date:

Review Date: September 2021