



## **Job Description: Class Teacher**

The appointment is subject to the current conditions of employment for Pre Threshold 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 other current legislation. This job description may be amended at any time following discussion between the Principal and the member of staff, and will be reviewed annually.

## **General Description of the Post**

To carry out the following professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal. All teachers are expected to work within the stated aims and ethos of the school.

## **Standards and Achievement**

To be accountable for the children's attainment and achievement in your class, including that of individuals, groups and be responsible to the leadership team.

### **Targets**

- Setting clear and challenging targets for children that build on prior attainment

### **Assessment**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor children's work and set targets for progress
- Assess and record children's progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which children are achieving
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful,

trusting, supportive and constructive relationships with them.

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements
- Use an appropriate range of approaches to assessment, including the importance of formative assessment.
- Use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

## **Professional Standards**

- Hold positive values and attitudes and adopt high standards of behaviour in your professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of the policies and practice of the workplace, including those designed to promote equality of opportunity.
- Contribute significantly to implementing school policies and practice and to promoting collective responsibility for their implementation.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well being, refining their approaches where necessary. This may include pupil progress meetings/discussions.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

## **Teaching and Learning**

### *Planning*

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
- Are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
- use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively, and
- Take account of the prior learning and attainment of those you teach. Plan, set and assess coursework and homework to sustain learners' progress and to extend and consolidate their learning.

- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriately

## **Subject Knowledge**

- Have a secure knowledge and understanding of the subjects/curriculum areas you teach including:
  - The contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
  - Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, and other relevant initiatives
  - Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities.
- Have a more developed knowledge and understanding of the subjects/curriculum areas you teach, and of how learning progresses within them

## **Teaching**

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Teach engaging and motivating lessons informed by clear expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at refining approaches to teaching that are effective and consistently well matched to learning objectives, integrating recent developments, including those relating to pedagogy

## **Management of Pupil Learning**

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential
- Identify SEN or very able pupils
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time Monitor and intervene to ensure good learning and discipline
- Use a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii. select appropriate learning resources and develop study skills through library, ICT and other resources
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring,

## **Pupil Development and Pastoral care**

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children including identifying potentially vulnerable children
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress of well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions.

## **Leadership and Management**

- 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 and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Comply with local arrangements/procedures concerning the safeguarding of children and young people
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts. (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy: (b) Use a range of behaviour management techniques and strategies adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- 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.
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
- Lead an area or subject of responsibility across the school and support colleagues responsible to the leadership team.
- Follow 'directed time' guidelines as given by the principal.

## Professional and personal conduct

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate your own teaching critically to improve effectiveness including engaging in performance management processes
- Prepare and present informative reports to parents
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development. (a) Communicate effectively with learners and colleagues: (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being; (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate,
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.

### Whole School Responsibilities:

- Participate in the process of Performance Management and discussions concerned with your professional development including meeting National Teaching standards and be responsible for demonstrating personal achievements against targets.
- Willingness to take part in in-service training related to subject responsibilities and whole school priorities for improvement
- Contribute to the professional development of other teachers and support staff
- Take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies, including taking responsibility for raising concerns with an appropriate manager and carrying out specific duties in an emergency

Postholder's Signature \_\_\_\_\_

Postholder's Name \_\_\_\_\_

Date \_\_\_\_\_

Line Manager's Signature \_\_\_\_\_ *Gavin Cook* \_\_\_\_\_

Date \_\_\_\_\_