



Deanery C.E. Primary School

Class Teacher MPS/UPS (Pay spine to be agreed with successful candidate)

Job Description

Reporting to:

Head Teacher

Job Purpose

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Main Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the *Teacher Standards (2012)*. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Ensure effective use of resource and equipment to accommodate all learning styles.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English.
- Demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Set clear targets for improvement and make accurate and productive use of assessment to secure pupils' progress towards these targets.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend

the knowledge and understanding pupils have acquired as appropriate.

- Recognise that learning takes place outside the school context and so provide opportunities to develop pupils' understanding by relating their learning to real experiences.
- Ensure that learning is cross-curricular wherever possible.
- Plan effectively to meet the needs of pupils with SEND and, in collaboration with the SENDCo, make an appropriate contribution to the preparation, implementation, monitoring and review of IEPs.
- Deploy support staff effectively in the classroom involving them in the planning, teaching and management of pupils.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self control and independence of all learners.
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
- Follow the school's health and safety arrangements and provision for all pupils' welfare including SEND, Risk Assessment and Child Protection procedures.
- Demonstrate understanding of the Social, Moral, Spiritual and Cultural diversity of all children and take opportunities to enrich and develop this.
- Act in 'loco parentis' and where necessary, liaise with agencies responsible for pupils' welfare.

Leadership and Management

- To lead and manage the development of your specified subject area/s. Establish and work within a team, if appropriate, to promote the subject.
- Make valuable contributions to the production of the School Development Plan through the production of the subject action plans.
- Monitor and evaluate the impact of the individual subject action plans.
- To participate and contribute to the school self evaluation process.
- Produce and maintain an up to date subject policy document.
- Monitor the subject, following school policy, across the school.
- Advise and support other staff, as necessary, to support their teaching of the subject, in conjunction with the Leadership Team.
- Ensure that the knowledge and skills for the subject is kept up to date, in line with the National and school policy.

Fulfil wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate.
- Communicate and co-operate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school.

Management of Personal Performance and

- Establish effective, co-operative and supportive working relationships with colleagues.
- Take responsibility for implementing school policies and practices.
- Set a good example to all pupils in presentation and personal conduct.
- Take responsibility for personal professional development, setting objectives for

Development

improvements and taking action to keep up to date with research and developments in pedagogy and all primary subjects responding to advice and feedback from colleagues.

- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

Line Management – Responsibility to and for

- You are required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the Head Teacher.
- You report for the purposes of day-to-day management to the Deputy Head Teachers.
- You are responsible for the management, direction and supervision as appropriate of designated employees and other people as specified by the head teacher.

Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and the Statutory School Teachers' Pay and Conditions and statutory Orders in terms of duties and working time, also any procedures and policies set by the Governing Body of the school who interpret the teachers' conditions of employment.

February 2015