

Job Title: Class Teacher

CORE PURPOSE:

To take responsibility for a class of children to promote effective teaching and learning and instil in each child a love of learning for life that enables them to achieve beyond what they thought possible

To promote the highest standards of education in a caring and supportive environment where children feel safe, secure and ready to learn.

To take responsibility for an area of the curriculum and co-ordinate the work of colleagues and policy in order to promote effective teaching and learning for pupils.

To be responsible for the education and welfare of a class of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having regard to the requirements of the Primary Curriculum and Foundation Stage Curriculum, the Academy's aims, objectives, development plan, programmes of work, and policies of the Academy Trust.

To share in the corporate responsibility for the well-being and discipline of all pupils.

To be responsible for own safety and the safety of those affected by your work, in accordance with the Health and Safety at Work Act, Management of Health and Safety Regulations.

Through strong modelling of the Academy's values, our teachers:

Set high expectations which inspire, motivate and challenge pupils

- create a safe and stimulating learning environment
- ensure stretch and challenge for pupils of all backgrounds and abilities
- consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils
- have confidence to creatively solve the variety of challenges teachers face

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge, addressing misunderstandings
- enable pupils to reflect on their learning and progress towards targets, encouraging them to take a responsible and conscientious attitude to their own learning
- through classroom practise, demonstrate an understanding of how pupils learn
- use a variety of teaching methods, planned adult intervention, first-hand experience and play and talk as vehicles for learning
- use effective questioning and listen carefully to pupils, addressing misconceptions

Demonstrate good subject and curriculum knowledge

- show a secure knowledge of the Primary National Curriculum and ensure a working knowledge of any developments
- ensure that teaching is interesting and engaging
- promote high standards of literacy and demonstrate a clear understanding of systematic synthetic phonics
- demonstrate a clear understanding of appropriate teaching strategies in maths

Plan and teach well-structured lessons

- ensure lessons are well-structured and promote a love of learning
- ensure that time is used effectively and resources are organised and readily available to promote a purposeful environment for teaching and learning to take place.

- set and give effective feedback on homework and support parents in its implementation
- plan and participate in other out-of-class activities (off-site trips, residential visits) to enrich children's knowledge and understanding
- reflect upon own teaching critically to improve effectiveness
- contribute to the design of an engaging whole Academy curriculum through leading (either individually or as a team member) a subject area/areas (not NQTs), developing plans which identify clear targets and success criteria
- Contribute to whole Academy priorities for development

Adapt teaching to respond to the strengths and needs of all pupils

- ensure effective differentiation
- adapt teaching to address the range of learning needs and styles of children
- ensure teaching is adapted to engage and support children at different stages of development and with varying needs including those of high ability; those with English as an additional language and those with disabilities; take appropriate account of ethnic and cultural diversity to enrich the curriculum and raise achievement
- plan effectively to meet the needs of pupils with Special Educational Needs and Disabilities and, in collaboration with the SENCo, make an appropriate contribution to the preparation, implementation, monitoring and review of SEND support arrangements

Make accurate and productive use of assessment

- know and understand how to assess pupils including statutory assessment requirements
- make use of formative and summative assessment to ensure progress; use data to monitor this, setting targets, and planning lessons to help meet these
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines and high expectations for behaviour in classrooms
- promote good and considerate behaviour both in classrooms and around the Academy, in line with the Academy's behaviour policy
- maintain an expectation of positive learning behaviour through development of independence, concentration, perseverance and attentive listening
- involve and motivate children by using a range of approaches to effectively manage classes appropriate to children's needs
- maintain excellent relationships with children

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the Academy through supporting initiatives, extra-curricular and charitable events that enrich pupils' life experiences and build relationships with parents and the community
- draw on advice and specialist support when needed
- work effectively with support staff
- work as a member of a team, planning co-operatively, sharing information, ideas and expertise, developing effective professional relationships with colleagues
- be proactive in improving teaching through appropriate CPD
- respond to advice and feedback from colleagues
- liaise effectively with pupils' parents/carers through informative oral and written reports on progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress

Demonstrate professional duties and responsibilities in line with Part II of Teachers' Standards.

Undertake reasonable roles and responsibilities as requested by the Head Teacher to meet the needs of the children in the Academy.