

Bishop Aldhelm's CE Primary School

Classroom Teacher Job Description

Date: September 2021

This job description may be amended at any time following discussion between the School Leader and the member of staff, and will be reviewed annually as part of the performance management process.

Name of Post Holder		EYFS Phase Leader/Class Teacher
Post Title:	Classroom Teacher	
Grade of Post:	MPS/UPS with TLR	
Accountable to:	School Leader	
Responsible to:	School Teacher	
Working time:	FTE as specified within the Schools Teachers' Pay and Conditions Document (STPDC)	
General description of the post		
The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the School Leader. The post-holder is required to fully support the vision, ethos and policies of the school.		
Relationships		
The post-holder is accountable to their line manager in all matters.		
Within the Performance Management process, all staff in the school are accountable to the School Leader through their respective teams and leaders.		
Within the learning management process, all staff in the school are accountable to the School Leader for the profiles and performance of all students they teach.		
Within continuing professional development (CPD) all staff in the school are accountable to the School Leader for the impact their development has on pedagogy.		
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.		
Teachers' Standards		
Contribute to the School Development Plan priorities of:		
<ul style="list-style-type: none">Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomesSecuring a collaborative school vision of excellence and equity that sets high standards for every student		

Achievement

Duties and responsibilities:

- Making a contribution to raising standards across the school
- Setting clear and challenging targets that build on prior attainment for each pupil
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets
- Giving every child the opportunity to reach their potential
- Consistently demonstrating high expectations for every child

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Quality of teaching

Contribute to the School Development Plan priorities of:

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning

Demonstrate good subject and curriculum knowledge:

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

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

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

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

Behaviour and Safety of pupils at school**Contribute to the School Development Plan priorities of:**

- Ensuring that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Manage behaviour effectively to ensure a good and safe learning environment:

- 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
- Have high expectations of behaviour, 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 involve and motivate them

Leadership and Management**Fulfill wider professional responsibilities:**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- 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
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must 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.

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

TLR Appendix

In addition to carrying out the duties of a class teacher as outlined above the post holder receives a TLR for leadership of learning in a specified area.

- Lead the Early Years Team and ensure high expectations and aspirations for all pupils are met across the curriculum
- Take specific responsibility and accountability for the day to day management and organisation of your TLR responsibility area.
- Have an impact on educational progress beyond your assigned pupils
- Line manage and appraise identified staff
- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher, Deputy Headteacher.

Leadership and management

- Support and implement the vision and ethos of the school
 - Contribute to, implement and evaluate the success of School Development Plan relevant to your TLR area
 - Ensure that the work of the whole school is inclusive and issues are addressed in curriculum and/or pastoral management
 - Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
 - Together with SLT, lead on the school self evaluation process for your TLR area including lesson observations, monitoring of school standards and driving improvement
 - Contribute to the writing of self-evaluation and policy documents
 - Manage effectively the transition of pupils to and from your phase and within it
 - Promote cross curricular approaches to teaching and learning
 - Be a proactive and effective member of the leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.

Teaching and learning responsibility

- Lead on identified school priorities across the whole school
- Have overall responsibility and accountability for your TLR area ensuring curriculum continuity,

consistency,
balance, match and progression

- Lead regular meetings relevant to your TLR area with appropriate colleagues
- Develop, demonstrate and promote teaching and learning activities appropriate to full age and ability range.

Monitoring and assessment

- Together with the senior leadership team (SLT) of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area
- Monitor standards including recorded work as relevant to your TLR area across the school including reviewing long and medium term planning.

Manage resources

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility
- Manage, monitor and accurately account for any budget for your area
- Evaluate, organise and monitor the use of resources.

Staff development

- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, cooperation and teamwork
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate.

Other

- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher, Deputy Headteacher and other members of the senior leadership team.

Signed:

Date:

(Member of staff)

Signed:

Date:

(School Leader)