



Job Description: Generic role of Class Teacher
(i.e. teacher without additional responsibilities)

Statutory Requirements:

- To have an understanding of, and always act within, the statutory frameworks which set out the professional duties and responsibilities of a class teacher.
- To carry out the duties of Teacher in accordance with the most recent edition of the School Teachers' Pay and Conditions Document (STPCD).

Personal and Professional Conduct (see Code of Conduct):

- To demonstrate consistently high standards of personal and professional conduct at all times.
- To 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.
- To have proper and professional regard for the ethos, policies and practices of the School and maintain high standards of attendance and punctuality.

Key functions:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils, incorporating requirements of the Early Years Foundation Stage Framework and National Curriculum and in line with the curriculum policies of the school.
- To facilitate, support and monitor the progress and development of a designated group of pupils.
- To foster learning environment and educational experience which provides students with the opportunity for fulfil their individual potential.
- To share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review.
- To support and contribute to the school's responsibility for safeguarding children and promoting their welfare.

Reporting to:

Key Stage Leader (EYFS), Assistant Headteacher and Headteacher (as appropriate).

Responsible for:

- Directing and supervising the work of Teaching and Learning Assistants/Support staff.
- Directing and co-operating with other professionals, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers).

Generic Responsibilities:

To 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.

To 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
- 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.

To 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
- demonstrate a clear understanding of systematic synthetic phonics in teaching early reading,
- demonstrate a clear understanding of appropriate teaching strategies when teaching early mathematics

To 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 home learning 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).

To 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.

To 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.

To 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
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

To fulfil 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.

Curriculum Responsibilities:

In accordance with paragraph 65 of Section 3 of the School Teachers' Pay and Conditions Document (2008) there is a requirement for all teachers to contribute to the development of the school curriculum, teaching methods and their review. Therefore, in our school teachers are delegated subject area(s) for which they will develop particular expertise.

Mainscale teachers are given opportunities to develop a particular expertise and then arrangements are made in directed time for this to be used to strengthen the provision of the school as a whole, through sharing with colleagues. This is in a reciprocal system where teachers are, in turn, supported by other colleagues in relation to other curriculum areas. The system is designed to make more efficient the process of planning, resourcing,

assessing and developing the curriculum that every teacher is responsible for delivering to their assigned pupils.

Expected activities within curriculum development:

- Facilitating and providing expertise in joint planning sessions with other colleagues in relation to the particular curriculum area(s).
- Sharing knowledge and expertise in staff meetings concerning the content, teaching strategies and learning activities that represent good practice in the curriculum area(s). Within allocated directed time, this includes preparing and following up, in writing, these staff/curriculum development activities.
- Suggesting, in staff meetings, how policy should be reviewed, amended and updated, providing guidance concerning levels and attainment during joint assessment and work sampling activities.
- Undertaking and feeding back on observations made through a “learning walk” in a generic way (NB - this would be as part of a whole school system where “learning walks” are conducted, when appropriate, by all teachers. These would not be the type of “learning walks” conducted by those holding responsibility and accountability to collect data in order to report on progress and impact).
- Providing advice and feedback as part of a voluntary peer observation programme (again a reciprocal arrangement, not part of Appraisal and within a whole school collaborative learning and development approach).
- Advising colleagues and the leadership team on the formulation of appropriate methods of assessment and recording for the curriculum area(s).
- Advising the school leadership, with whom the formal responsibility resides, of any in-service training in the curriculum area(s), they believe the school requires.
- Trialling materials, strategies and interventions related to the curriculum area(s) and sharing these, and their outcomes, with colleagues in staff meetings.
- Auditing relevant resources and organising their deployment (with the provision of time).

NB - the leadership team take overall responsibility for each curriculum area, leading and managing its development and delivery and are to be held accountable for the standards.

Signed _____ (Teacher) Date: _____

Signed _____ (Headteacher) Date: _____