



## **JOB DESCRIPTION**

<b>Job Title:</b>	<b>CLASS TEACHER</b>
<b>Location:</b>	All Saints' Primary School
<b>Type of Position:</b>	Full Time
<b>Salary/Grade</b>	According to the School Teachers' Pay and Conditions Document
<b>Holiday:</b>	Annual leave – holidays may only be taken during school holidays
<b>Supervisory Responsibility:</b>	The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities
<b>Reporting to:</b>	The Board of Governors, Executive Headteacher, Head of School, Senior Leadership Team and relevant Key Stage Leader

### **1. CORE PURPOSE OF POST**

- 1.1. The class teacher will be responsible for delivering learning in accordance with the curriculum, national guidelines, and the school's strategy. The post holder must also carry out other duties that support pupils' learning while operating in accordance with the school's policies and procedures. The classroom teacher is responsible for teaching a class of approximately 30 children.
- 1.2. The class teacher will provide a high quality educational experience for all children.

### **2. MAIN DUTIES AND RESPONSIBILITIES**

All teachers are required to

- 2.1. carry out the duties of a school teacher 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;

- 2.2. continue to meet the required standards for Qualified Teacher Status;
- 2.3. in accordance with the provisions of the Health and Safety at Work Act 1974, take reasonable care for the health and safety of themselves, colleagues and pupils who may be affected by their omissions at work, and to co-operate with the school so far as is necessary to enable the school to perform or comply with their duties under statutory health and safety provisions.
- 2.4. promote the school ethos in all aspects of school life;
- 2.5. be familiar with and show a clear understanding of all school policies and ensure that they are all put into practice;
- 2.6. support initiatives decided by the Executive Headteacher, Head of School and staff;
- 2.7. promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy;
- 2.8. participate in meetings which relate to the school's management, curriculum, administration or organisation;
- 2.9. communicate and co-operate with specialists from outside agencies;
- 2.10. participate in the performance management system for the appraisal of their own performance, or that of other teachers;
- 2.11. work with all members of staff and the Governing Body to deliver the vision and aims of the school;
- 2.12. set high expectations for all pupils and staff and continually strive to raise standards;
- 2.13. work as a team to promote high standards in the appearance of all areas of the school and to take good care of all school resources;
- 2.14. develop excellent working relationships with parents, other colleagues and outside agencies;
- 2.15. attend all Learning Consultation evenings, workshops and children's performances for parents.
- 2.16. attend and contribute to meetings and courses during/out of school time to support professional development throughout the school;
- 2.17. keep up to date with new Government Initiatives and changes in educational thought and practice;



- 2.18. ensure that all children are collected from school by a recognised adult or are sent home as agreed with parents;
- 2.19. 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;
- 2.20. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- 2.21. be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- 2.22. have high expectations of behaviour, promoting self-control and independence of all learners;
- 2.23. be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures;
- 2.24. work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- 2.25. contribute to the selection and professional development of other teachers and staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments;
- 2.26. ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- 2.27. take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- 2.28. cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document;
- 2.29. work collaboratively with others to develop effective professional relationships;
- 2.30. deploy support staff effectively as appropriate;
- 2.31. communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate;
- 2.32. communicate and co-operate with relevant external bodies;
- 2.33. make a positive contribution to the wider life and ethos of the school;
- 2.34. register the attendance of and supervise learners, before, during or after school sessions as appropriate using the correct legal markings, as dictated by school policy;



- 2.35. participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document;
- 2.36. regularly review the effectiveness of their teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining their approaches where necessary responding to advice and feedback from colleagues;
- 2.37. be responsible for improving their teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of their appraisal;
- 2.38. have 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; and
- 2.39. perform any reasonable duties as requested by the Executive Headteacher or Head of School.

### **3. RESPONSIBILITIES SPECIFIC TO THE POST**

All teachers are required to

- 3.1. teach;
- 3.2. plan appropriately to meet the needs of all pupils, through differentiation of tasks;
- 3.3. make effective use of ICT to enhance learning and teaching;
- 3.4. lead, organise and direct support staff within the classroom;
- 3.5. actively take part and organise assemblies and acts of collective worship;
- 3.6. provide quality teaching and learning opportunities that are appropriate for the full range of children's abilities throughout the primary range;
- 3.7. ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met;
- 3.8. mark and monitor class work and homework, providing constructive feedback and setting targets for future progress;
- 3.9. assess individual needs and plan, prepare and match programmes and resources to cater for those needs, including writing and reviewing ILPs in conjunction with the SENCO;
- 3.10. develop a stimulating and interactive classroom which provides a welcoming and safe learning environment;

- 3.11. take full responsibility for the class throughout the school day, including movement around the school especially at the beginning of lunchtime;
- 3.12. allow enough preparation time to set up the lessons for each new day and leave the classroom tidy;
- 3.13. be able to set clear individual targets, based on prior attainment, for pupils' learning;
- 3.14. provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- 3.15. keep appropriate and efficient records, integrating formative and summative assessment into planning;
- 3.16. work with school leaders to track the progress of individual children and intervene where pupils are not making progress;
- 3.17. report to parents on the development, progress and attainment of pupils;
- 3.18. deliver the curriculum as relevant to the age and ability groups that they teach;
- 3.19. be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- 3.20. be accountable for the attainment, progress and outcomes of pupils' they teach;
- 3.21. 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;
- 3.22. have a clear understanding of the needs of all pupils, including those with special educational needs, more able, EAL and disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them;
- 3.23. demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever their specialist subject);
- 3.24. if teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics;
- 3.25. 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;
- 3.26. make accurate and productive use of assessment to secure pupils' progress;



- 3.27. 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;
- 3.28. use relevant data to monitor progress, set targets, and plan subsequent lessons;
- 3.29. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- 3.30. participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document; and
- 3.31. audit, organise and upkeep the relevant resources to ensure accessibility and support for quality learning opportunities .

#### **4. NOTE:**

- 4.1. Notwithstanding the details in this job description, the job holder will undertake such duties as maybe determined by the Executive Headteacher and/or Head of School from time to time up to or on a level consistent with the principal responsibilities of the job.
- 4.2. This job description is to be reviewed annually. Elements of the job description may be re-negotiated at any time at the request of either party, and with the agreement of both.