

# Class Teacher: Robin Hood MAT

## Job Description: Class Teacher/Subject Lead

Accountable to: The Headteacher, DHT, AHTs, Year Group Lead and Governors

### Key Priorities:

- Consistently and continuously raise achievements and standards across the school
- Ensure every child reaches their potential and enjoys a happy, fulfilling school experience
- Move the school from an Ofsted judgement of requires improvement to good
- Develop positive links with the local community, including parents and carers

The following information is provided to assist the postholder to understand and appreciate the work content of their post and the role they are to play in the school. However the following points should be noted:

1. The postholder is required to carry out the duties of a Class Teacher as detailed in the current School Teacher's Pay and Conditions Document; and such particular duties which form part of the current school teacher's pay and conditions document as the headteacher may reasonably direct.
2. The details set out below describe the main duties and responsibilities relating to the post; however a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying them out, and no part of it can be so construed.

### Securing Accountability

- Develop a collaborative ethos which enables everyone to achieve common goals
- Take personal responsibility to ensure personal accountabilities are clearly understood. This includes planning, marking and assessment
- Ensure every child has access to high quality teaching and learning

### Creating the future of Cedars Academy

- Working with colleagues to create the strategic vision and promote the vision, values and ethos to pupils, staff, Governors, parents and the wider community
- Help create a shared learning culture and positive climate by building positive relationships which lead to highly effective communication with colleagues, pupils and parents. This includes listening skills, Independence and Growth Mindset
- Translate the vision into best practice through innovative planning, teaching and providing high quality learning experiences
- Work with the key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community

### Leading teaching and learning

- To serve as a role model for pupils, staff and parents
- Maintain a continuous and consistent focus on pupils' achievement, using data and benchmarks to monitor progress.
- Plan engaging lessons that contain progression across ability ranges that are informed by secure subject and curriculum knowledge
- Teach challenging, well organised lessons that build on pupils prior learning and enable sustained progress to be attained
- Ensure lessons are informed by well-grounded expectations of learners designed to raise levels of attainment
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' attainment, progress and areas for development
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching

### Developing self and working with others

- Have a good up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies
- Promote and maintain a culture of high expectations for self and others
- Know a range of approaches to assessment and formative assessment and understand the role of assessment in helping all pupils make good progress
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders.

### Managing a subject area (excluding NQTs)

- Ensure improvement plans reflect the school's priorities and values
- Ensure plans and policies promote continuous school improvement linked to the school SEF
- Develop effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve

### **Managing a subject area cont'd**

- Create an inspiring, professional work environment within the phase team consistent with the school's values and aspirations
- Put in place effective team communication mechanisms to ensure that all staff are involved in the development plan and are kept informed of key priorities
- Manage budgets to achieve the schools' educational goals and priorities, and ensure systems are in place for the effective administration and control
- Use and integrate a range of technologies effectively and efficiently

### **Strengthening community**

- Work with colleagues to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work and collective worship
- Create and promote positive strategies for challenging racial and other prejudice
- Ensure community-based learning experiences are planned for and are explicit in medium term plans
- Collaborate with colleagues and other agencies to ensure pupil and community needs are met
- Promote community cohesion by ensuring long term, medium term and short term planning references links to community cohesion and extended services.
- Ensure planning takes account of the diversity, values and experience of the school, school grounds and local community
- Create and maintain effective partnerships with parents, Governors to support and improve pupils' achievements and personal development

### **Data protection**

- It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 2018 for the security, accuracy, and significance of personal data held on such systems

### **Health and safety**

- Manage and organise the learning environment within the phase to ensure each classroom reflects the school's high standards and aspirations
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self control and independence of learners
- Ensuring the safety of all staff and pupils within phase team by coordinating risk assessments, planned trips and visits and any school activities with a risk potential. This includes ensuring all staff within phase team are aware of potential risk factors and school procedures for managing risk effectively

### **Safeguarding**

- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the LA and school

