Stag Lane Primary School

Forever Learners: Achieving our dreams

CLASS TEACHER JOB DESCRIPTION

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| **Job Title:** | **Class teacher** |
| **GRADE:** | **Main pay range, including UPS, in line with the current School Teachers’ Pay and Conditions document**  |
| **RESPONSIBLE TO:** | **The headteacher, members of the Leadership Team and the governing body** |
| **SUPERVISORY RESPONSIBILITY:** | **Support staff or students as appropriate** |
| **TO WORK IN PARTNERSHIP WITH:** | **Year Group Colleagues, Support Staff, Parents and Governors** |

# **Main purpose of the job**

* 1. To be fully committed and responsible for ensuring that every child can achieve the best they can
	2. Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
	3. Be responsible and accountable for achieving the highest possible standards in achievement, behaviour and safety
	4. Be committed to teamwork through valuing all team members and being committed to effective communication
	5. Model positivity, passion and show a commitment to the Stag Lane Community
	6. Treat pupils and staff with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
	7. Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils including wider cohesive community links
	8. Be a reflective and honest practitioner and act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards
	9. Take responsibility for promoting and safeguarding the welfare of all the children within the school

All teachers are required to carry out the duties of a schoolteacher 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 all the teacher standards as part of the appraisal process as relevant to their role in the school.

# **Teaching, Learning and Pupil Achievement at Stag Lane**

* 1. Deliver an exciting, inspiring curriculum relevant to the age, community and children that you teach
	2. Be responsible for the preparation and development of high quality teaching materials, teaching programmes and pastoral arrangements as appropriate
	3. Be responsible and accountable for the attainment, progress and outcomes of all pupils’ you teach and in your class/group
	4. 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, ensuring there is challenge at all levels
	5. Have a clear understanding of the needs of all pupils, including those entitled to pupil premium; with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
	6. Have a secure knowledge of all the subjects and curriculum areas, and foster and maintain pupils’ interest and address misconceptions quickly
	7. Demonstrate a critical understanding of developments in subjects and curriculum areas, and promote the value of learning.
	8. Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English and modelling cursive handwriting.
	9. When teaching reading, demonstrate a clear understanding of appropriate teaching strategies to deliver systematic teaching of synthetic phonics (Letters & Sounds)
	10. Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and data targets for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and attainment
	11. Make accurate and productive use of assessment to secure pupils’ progress
	12. Give pupils regular feedback, both orally and through quality and accurate marking, and encourage pupils to respond to the feedback, reflect on their own progress
	13. Input relevant data into the school’s agreed system in order to monitor progress, set targets, and plan subsequent lessons
	14. Participate in arrangements for assessments within the remit of the School Teachers’ Pay and Conditions Document
	15. Set home-work and plan other out-of-class activities to consolidate and extend the knowledge, skills and understanding pupils have acquired as appropriate

# **Behaviour and Safety at Stag Lane**

* 1. Establish a fun and exciting environment whilst still safe, purposeful and stimulating 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 embedding the school behaviour policy
	2. have a commitment to the principles of a Rights Respecting School and develop pupils’ responsibility for good behaviour in classrooms, and take responsibility for promoting good and courteous behaviour around the school, in accordance with the school’s behaviour policy
	3. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils
	4. Maintain excellent relationships with all pupils, exercise appropriate authority, and act decisively when necessary
	5. Register the attendance of and supervise learners, before, during or after school sessions as appropriate
	6. Monitor the attendance of the children in your class and focus on low or persistent absentees to ensure they feel safe and supported when in school to encourage high attendance
	7. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours, which are expected of pupils through what you say, do and how you present yourself
	8. Have high expectations of behaviour in the spirit of a Rights respecting School, promoting self-control and independence of all learners
	9. Carry out playground and other duties as directed and within the remit of the current School Teachers’ Pay and Conditions Document
	10. Be responsible for promoting and safeguarding the welfare of all children and young people within the school, raising any concerns following school protocol/procedures

# **Teamwork and Collaboration at Stag Lane**

* 1. Participate in any relevant meetings and professional development opportunities at the school, which relate to learners, curriculum or organisation of the school including pastoral arrangements and assemblies
	2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
	3. Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, and teachers serving induction periods
	4. Ensure that all colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
	5. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
	6. Value every adult you work with ensuring positive relationships where every person’s role and contribution ensures excellent pupil outcomes

# **Fulfil Wider Professional Responsibilities at Stag Lane**

* 1. Work collaboratively with others to develop effective professional relationships
	2. Deploy support staff effectively as appropriate through discussion and collaboration
	3. Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes
	4. Communicate and co-operate with relevant external bodies
	5. Participate, coordinate and/or lead educational trips and visits to enhance the curriculum for your year group
	6. Make a positive contribution to the wider life and ethos of the school through participation in extra-curricular clubs, assemblies, supporting school events such as the School Fete, charity fundraising, national events etc

# **Professional Development at Stag Lane**

* 1. Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
	2. Ensure year on year the quality of your teaching of all subjects improves through commitment to professional development
	3. Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
	4. Keep up to date with educational research to refine your own pedagogy of teaching and learning
	5. Proactively participate with arrangements made in accordance with the Appraisal Policy
	6. To have professional regard for the ethos, policies and practices of Stag Lane Primary School, and maintain high standards in your own attendance and punctuality
1. **Additional Duties**
	1. Any other duty deemed reasonable, as directed by the Headteacher.
2. **Review of Performance**
	1. Performance Management reviews will focus on the post holder’s responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of ‘continuous improvement’.
3. **Code of Conduct**
	1. Stag Lane Primary School expects all staff to ensure that their standards of conduct are, at all times, compliant with Harrow’s Code of Conduct for Employees in Schools

**10. Generic Responsibilities of all staff at Stag Lane**

* 1. To work consistently to realise our vision statement.
	2. Regularly review the effectiveness of your teaching and assessment procedures and its
	3. To follow all school policies.
	4. To work in a co-operative and polite manner with all stakeholders
	5. To work with pupils in a courteous, positive, caring and responsible manner at all times.
	6. To take an active and positive role in the school’s commitment to the development of staff, and the annual review procedures.
	7. To work with visitors to the School in such a way that it enhances the reputation of the school.
	8. To seek to improve the quality of the School’s service.
	9. To present oneself in a professional way that is consistent with the values and expectations of a Rights Respecting School
1. **Equal Opportunity**

11.1 The post holder will be expected to carry out all duties in the context of and in compliance with Harrow Council’s Equal Opportunity Policies

Date of issue: …………………………………

 Signature of post holder Date / /

 Signature of headteacher Date / /



This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

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CLASS TEACHER - PERSON SPECIFICATION

Candidates should effectively write a supporting statement reflecting our person specification.

The supporting statement should be no more than two sides of A4 as a separate attachment to the application form. It should demonstrate your potential to professionally develop as a class teacher.

Generic application letters/CVs will not be shortlisted.

**All elements are essential**

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|  | **Description**  | **App** | **Int** | **Obs** |
| **QUALIFICATIONS & EXPERIENCE** |
|  | Qualified teacher status  |  |  |  |
|  | Recent experience within the Primary range, in a UK school, demonstrating good/outstanding outcomes |  |  |  |
| **KNOWLEDGE and SKILLS** |
|  | Skills to deliver high quality, inspiring teaching and learning  |  |  |  |
|  | An ability to plan, organise and teach effectively to meet the wide range of needs in a class |  |  |  |
|  | Demonstrate an understanding of the SEN Code of Practice  |  |  |  |
|  | Evidence of the personal and intellectual qualities required to set an example to others  |  |  |  |
|  | High expectations of pupils’ educational potential and conduct |  |  |  |
|  | Evidence of good general knowledge of the requirements of the Curriculum  |  |  |  |
|  | Effective pupil and behaviour management skill |  |  |  |
|  | Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment  |  |  |  |
|  | An ability to accurately evaluate teaching and learning |  |  |  |
|  | Sound understanding of assessment for learning |  |  |  |
|  | Positive relationships with pupils and parents |  |  |  |
|  | An ability to analyse and synthesise information and data |  |  |  |
|  | An ability to communicate effectively orally and in writing with pupils and a wide range of adults in and beyond the school |  |  |  |
| 16 | An understanding of health and safety requirements for teaching and learning including safeguarding children and child protection procedures  |  |  |  |
| **Personal Attributes** |
|  | A record of contributing to school life, its pupils and community |  |  |  |
|  | Adaptability, energy, confidence and commitment in their work  |  |  |  |
|  | Willingness to take responsibility for their own professional development  |  |  |  |
|  | Really strong team working skills with emotional intelligence to bring the best out in children and adults |  |  |  |
|  | Good inter personal skills  |  |  |  |
|  | A good attendance record |  |  |  |