

Job Description – Class Teacher

To carry out the professional duties of a class teacher as circumstance may require and in accordance with the school's policies under the direction of the Headteacher.

| | |
|---|--|
| Safeguarding | |
| | To ensure the safeguarding and concern for each individual child's physical and emotional well-being is the highest priority. |
| Teaching | |
| | Take responsibility for the coordination of all teaching, learning and activities in/pertaining to the class. |
| | Follow the school's policies as regards teaching and learning. |
| | Plan for progression in children's learning making effective use of assessment including ongoing assessment and summative data. |
| | Produce half termly knowledge organisers for subjects in line with the school format. |
| | Plan individual lessons in line with subject policies, with retrieval activities, a clear learning objective and specifying how the learning will be delivered and what assessment will take place. |
| | Provide explicitly for all children (for example, through word banks, writing frames, alternative recording etc.) and liaise with the SENCO to support effectively children with additional needs. |
| | Set motivating and challenging expectations for children's learning and presentation of work. |
| | Deliver dynamic, interesting and well-paced lessons that engage children and build a passion for learning and curiosity. |
| | Encourage students to be actively involved in the learning process and in reviewing their own performance. |
| | Work in collaboration with teaching assistants attached to any teaching group. |
| | Set and mark home learning in line with the school's Homework Policy. |
| | Set and give feedback on work for pupils absent from school due to long-term illness/self-isolation. |
| | Plan opportunities to contribute to children's spiritual, prayer, personal, moral, social and cultural development (including the planning and delivery of assemblies, organising trips and visitors). |
| | Maintain the classroom environment, equipment and relevant resources ensuring the provision of a stimulating classroom environment that enhances learning. |
| | Update the class pages of the school website weekly. |
| | Produce a minimum of one high quality corridor display termly. |
| | Lead on/assist with the preparation of school productions and masses throughout the year as appropriate. |
| | Provide high quality extra - curricular activities as appropriate. |
| Teaching and Class Management | |
| | Establish and maintain a safe classroom and working environment which supports learning and in which children feel secure and confident. |
| | Set high expectations for children's behaviour, establishing and maintaining a good standard of discipline through well-focussed teaching and positive and productive relationships. |
| | Maintain discipline in accordance with the school's procedures and encourage good practice with regards to punctuality, behaviour and standards of work. |
| | Provide clear structures for lessons maintaining pace, motivation and challenge. |
| | Use a variety of teaching methods to: <ul style="list-style-type: none"> (i) Structure information well, outlining content and aims and summarising key points as the lesson progresses. (ii) Instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary (as detailed in knowledge organisers). (iii) Use effective questioning, listen carefully to children and pay attention to errors and misconceptions. (iv) Match the teaching approach to the content and the children's needs. |
| | Ensure children acquire and consolidate knowledge, skills and understanding. |
| | Encourage children to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively. |
| Monitoring, Assessment Recording and Reporting | |
| | Give prompt written/verbal feedback on all pupil output in line with the school's Marking Policy: in the case of Maths and Literacy, this should be given by the next day and in the case of other lessons by the next lesson. |
| | Based on ongoing assessment and summative tests, set targets for progress. |
| | Assess and record children's progress in line with the Assessment Policy (ie. half termly in reading, writing and maths and termly in wider curriculum subjects). Provide assessment data in a timely fashion (within deadlines communicated) and in the school format. |
| | Report on pupil performance and effort via written reports and at parents' evenings. |
| | |

| | |
|---|--|
| Subject leadership (all class teachers other than ECTs will be allocated subject leadership) | Be fully cognisant of the requirements for your allocated subject as set out in the Early Years Framework and in the NC for KS1 and KS2. |
| | Be fully cognisant of the progression in skills for your allocated subject from Early Years through to the beginning of KS3. |
| | Be responsible for the school's curriculum for an allocated subject area in line with the ethos of the school and in accordance with wider curriculum provision throughout the school. |
| | Update this curriculum provision as appropriate in accordance with changes to the curriculum/inspection frameworks. |
| | Be responsible for the writing/updating of the school's policy for this curriculum area. |
| | Be responsible for the writing/updating (termly) of the Action Plan for this curriculum area. |
| | Take responsibility for the coordination of teaching, learning and activities in the school pertaining to the subject area. |
| | Three times a year, collate data from Early Years to Year 6 relating to your subject area (Christmas, Easter and Summer), write and submit to the Head a subject report (using the school format). |
| | Update the subject pages on the school website at least half termly. |
| Professional Requirements and Standards | |
| | Display enthusiasm, understanding and commitment to ensure the children's experiences are positive and underpin their educational lives. |
| | Contribute purposefully to the life of the school through the use of the communication systems necessary to coordinate the management of the school. |
| | Undertake such daily or other duties/meetings as are assigned as part of the school's professional expectations of staff (eg. Break Duties, participation in Morning Briefings, Staff Meetings, INSETs etc). |
| | Attend school events and functions as required. |
| | Be proactive in matters relating to health and safety. |
| | Behave and dress in an appropriately professional manner and set a good example through personal presentation and personal and professional conduct. |
| | Build effective and professional working relationships with children, staff, parents and visitors. |
| | Be familiar with and contribute to the School's Development Plan. |
| | Co-operate closely with colleagues in the delivery of the curriculum. |
| | Have good spoken and written communication skills. |
| | Keep parents appropriately informed about the curriculum, provision of knowledge organisers on class webpages and maintaining and updating the class and relevant subject area of the school website. |
| | Liaise effectively with parents and leadership team as necessary. |
| | Operate at all times within the stated policies and practices of the school. |
| | Research and avail oneself of training and development opportunities and regularly attend Continuous Professional Development (CPD) sessions, taking responsibility for your own professional development and duties in relation to school policies and practices. |
| | Support the aims, ethos and purpose of the school and ensure the school achieves these effectively. |
| | Treat as a professional confidence any information concerning individuals gained in the course of working in the school. |
| Take part in the school's annual appraisal programme | |
| In addition, carry out other duties as reasonably required by the Head. | |