

# Class Teacher Job Description

This job description is taken from the agreed DfE Teachers Standards September 2012.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

## PART ONE: TEACHING

### A teacher must:

1. 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.
2. Promote good progress and outcomes by pupils
  - be accountable for pupil's attainment, progress and outcomes
  - be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these
  - 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.
3. Demonstrate good subject and curriculum knowledge
  - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's 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 across the whole curriculum
  - when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. 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 homework 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).

#### 5. 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 pupil's 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 pupil's 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.

#### 6. 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 pupil's 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.

#### 7. 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 academy'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 pupil's needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8. 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 pupil's achievements and well-being.

## PART TWO: PERSONAL & PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the 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 pupil's 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.

2. Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*These standards relate to MPS teaching staff. There may be additional standards and expectations required dependent upon the grade of the successful applicant (UPS, curriculum leader etc.).*

# Class Teacher Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Current Qualified Teacher Status.</li> <li>• A strong academic background.</li> </ul>	<ul style="list-style-type: none"> <li>• Other skills and aptitudes adding to the candidate's suitability for the role.</li> <li>• An aspiration and ambition for further professional development.</li> </ul>
Teaching Experience	<ul style="list-style-type: none"> <li>• Evidence of current, successful teaching experience.</li> <li>• Evidence of using assessment to influence planning and teaching.</li> <li>• Clarity about what strong classroom teaching looks like.</li> <li>• Evidence of successfully employed teaching methods which meet the needs of pupils (SEND, G&amp;T, PP, vulnerable groups).</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in more than one year group.</li> <li>• Knowledge and understanding of new educational thinking and best practice evident in teaching.</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>• Evidence of good humour, excellent interpersonal skills, flexibility and effective teamwork.</li> <li>• Ability to motivate and inspire pupils.</li> <li>• Creativity, organisation and attention to detail.</li> <li>• Sound judgement and consideration for others.</li> <li>• Demonstrates effective communication skills to engage constructively with parents to create and maintain good relationships with the school.</li> <li>• A willingness and ability to enter into the wider life of the school (e.g. clubs/events).</li> <li>• The ability to interact positively with staff, pupils and parents.</li> <li>• A commitment to self-study and continuous professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear thinking about initiatives for constructively engaging parents and maintain good relationships.</li> </ul>

	Essential	Desirable
Curriculum & Assessment	<ul style="list-style-type: none"> <li>Detailed and current knowledge of the National Curriculum and current educational theory and practice.</li> <li>Awareness and understanding of assessment and how this can impact positively on pupil progress.</li> <li>A good understanding of child development and progress.</li> <li>Evidence of employing high quality assessment in KS1.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading a curriculum area or areas across the school.</li> </ul>
Community	<ul style="list-style-type: none"> <li>Commitment to establishing links between the school, home and the wider community.</li> <li>Evidence to show a willingness to the wider life of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Commitment to the development of extra-curricular activities.</li> <li>Experience of involving the school in the wider community.</li> <li>Awareness of the role and responsibility of Governors.</li> </ul>
Children	<ul style="list-style-type: none"> <li>Evidence of a caring attitude towards children and their well-being.</li> <li>Ability to form excellent relationships with the children, putting their individual needs at the heart of the curriculum.</li> <li>Clear awareness of safeguarding procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of intervention and/or enrichment activities.</li> </ul>