



'Where Children Come First'



Camrose Primary School with Nursery Job Description

Article 3 - All organisations concerned with children should work towards what is best for each child

POSITION:	Class Teacher
REPORTS TO:	Phase Leader
RESPONSIBLE FOR:	
GRADE:	Teachers Pay & Conditions
TO WORK IN PARTNERSHIP WITH	Inclusion Leader, Support Staff, Parents and Governors

KEY PURPOSE OF THE JOB

- To be fully committed to ensuring that every child can enjoy his/her rights as enshrined in the UNCRC.
- To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and LA and school policies.
- To maximise the achievement and social development of all children in your charge
- To be responsible for children's safety and welfare.

Context

- Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.
- Teachers are focused on ensuring every child can enjoy his/her rights and help pupils develop into responsible, caring citizens.
- 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.

The following are standards that are expected to be met in respect to the role of class teacher.

TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils;

- a) Establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- a) be accountable for pupils' attainment, progress and outcomes
- b) plan teaching to build on pupils' capabilities and prior knowledge, guide pupils to reflect on the progress they have made and their emerging needs
- c) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- d) encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the subjects and curriculum areas, foster and maintain pupils' interest and address misunderstandings
- b) demonstrate a critical understanding of developments in subjects and curriculum areas, and promote the value of learning.
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English.

4. Plan and teach well structured lessons

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning, awe and wonder and children's intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and
- d) extend the knowledge and understanding pupils have acquired
- e) reflect systematically on the effectiveness of lessons and approaches to teaching
- f) contribute to the design and provision of an engaging curriculum within the changing needs of the school.

5. Adapt teaching to respond to the strengths and needs of all pupils

- a) know when and how to differentiate or personalise appropriately, using approaches which enable pupils to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- c) 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

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons

d) 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

- a) 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 both in classrooms and around the school, in accordance with the school's behaviour policy
- b) have high expectations of behaviour in the spirit of a Rights respecting School 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 pupils' needs in order to involve and motivate them
- c) maintain good relationships with pupils, exercise appropriate authority in a respectful manner, acting decisively when necessary.

8. Fulfil wider professional responsibilities

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e) communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND 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 school, by:
 - a) 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 pupils' well-being, in accordance with statutory provisions
 - b) showing tolerance of and respect for the rights of others
 - c) 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
 - d) 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 in which they teach, 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.

Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher.

Review of Performance

Appraisal 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'.

Code of Conduct

Camrose 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.

Generic Responsibilities of all Camrose Primary School Staff

- (a) To work consistently to realise our vision statement.
- (b) To follow all school policies
- (c) To work in a co-operative and polite manner with all stakeholders.
- (d) To work with pupils in a courteous, positive, caring and responsible manner at all times.
- (e) To follow the child protection procedures. To ensure the children's safety and wellbeing is never compromised.
- (f) To be polite, cooperative and positive when communicating to other staff.
- (g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures.
- (h) To work with visitors to the School in such a way that it enhances the reputation of the school.
- (i) To seek to improve the quality of the School's service.
- (j) To present oneself in a professional way that is consistent with the values and expectations of the School as a Rights Respecting School.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with Harrow Council's Equal Opportunities Policies.