

NURSTEED PRIMARY SCHOOL
JOB DESCRIPTION: CLASS TEACHER

DESIGNATION OF POST: Class Teacher

START DATE: September 2026

LINE MANAGER: Headteacher

REVIEW DATE: _____

This post is subject to the professional responsibilities set out in the School Teachers' Pay and Conditions document, relevant legislation and DFES Regulations/Circulars

Knowledge and Understanding

- Have a detailed knowledge of the National Curriculum and other statutory requirements including phonics progression and where appropriate, Development Matters and the Early Years Foundation Stage.
- The school's aims priorities, targets and action plans.
- Understand progression of skills within each curriculum area and match these to children's age/ability
- The implications of the Code of Practice for Special Educational Needs for teaching and learning.

Planning and Setting Expectations

- Plan, prepare and teach subjects in line with the National Curriculum and agreed schemes of work.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the children being taught.
- Set appropriate and demanding expectations for children's learning and motivation.
- Set clear targets for children's learning, building on prior attainment.
- Identify children who have special educational needs, and liaise with the SENCO in order to give positive and targeted support. Implement and keep records on Support Plans or My Plans.

Teaching and Managing Children's Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep children engaged, including stimulating children's intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for children's behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Use display to enhance, support and celebrate children's learning.
- Effective development of children's individual and collaborative study skills necessary for them to become increasingly independent when out of school.
- In Key Stage One incorporate a continuous play provision into teaching and learning and provide adult directed play activities as appropriate.

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor children's class and homework providing constructive oral and written feedback, setting targets for children's progress, in line with the school policy.
- Understand the demands expected of children in relation to the next National Curriculum stage (EYFS, KS1, KS2, KS3)
- Provide for parents and children oral and written assessments and reports relating to individual children's learning, progress and behaviour.

Children's Achievement

- Secure progress towards children's targets.
- Recognise and celebrate achievement of all children.
- Value learning and the learner as well as what has been learnt.

Relations with Parents and the Wider Community

- Prepare and present informative reports to parents.
- Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets.
- Recognise that learning takes place outside the school context and provide opportunities to develop children's understanding by relating their learning to real life examples.
- Liaise, as appropriate, with agencies responsible for children's welfare.

Managing Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects/age group they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Participate in, and on occasion lead, meetings at the school which relate to the curriculum of the school or the administration or organisation of the school
- Set a good example to the children they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Review your own practice and identify personal/professional development needs.
- Participate in programmes to further your own professional development.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues
- Plan for a TA as provided and establish an effective means of communication with him/her
- In collaboration with relevant TAs, identify their development and training needs and discuss these with the TAs line manager
- Lead and support staff in your area of expertise.

Managing Resources

- Manage the class budget effectively
- Select and make good use of resource/reference books, ICT and other learning resources which enable teaching objectives to be met.
- Return resources and store tidily after use.

Health, Safety and Well-being

- Promote and maintain good order and discipline among children and safeguard their health and safety
- Be mindful of your own and others' work life balance and liaise with colleagues and leadership when necessary to enhance this
- Promote and safeguard the welfare of children within your class and across the school.

Signed by Teacher: _____

Date: _____

Signed by Headteacher: _____

Date: _____