

Class Teacher

Job Description

At Exeter Learning Academy Trust, we are creating our future together - with **ambition, kindness** and **courage** at our heart. Together, we provide an exceptional education where every child belongs, feels connected, and leaves ready to shape a life of opportunity and choice.

Job Title	Class Teacher
Grade	M1-M6
Reporting to	Headteacher

Purpose of the job

You will be responsible for creating an engaging and supportive learning environment, helping children develop academically, socially, and emotionally. You will be expected to deliver the national curriculum in an inspiring way, catering to different learning needs and abilities.

We are looking for an inspirational and passionate teacher to share our vision in all they do.

Key responsibilities

Teaching & Learning

- Plan, prepare, and deliver engaging lessons in line with the national curriculum.
- Create a safe, inclusive, and stimulating classroom environment.
- Model outstanding teaching practices.
- Differentiate teaching methods to support pupils with varying abilities and learning styles for the pupils assigned to you, including the setting, and marking of work carried out by the pupil in school and elsewhere.
- Support the development of effective, engaging and creative schemes of work and medium and short-term plans.
- Manage classroom behaviour effectively in accordance with the school's policies.
- Encourage and support pupils' personal and social development, providing guidance, advice, and support to pupils on educational, social and emotional matters, making relevant records and reports on person and social needs when necessary.
- Advise and support SLT/colleagues in preparing and developing our curriculum, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
- Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups where appropriate.
- Mark registers, ensuring absences or lateness are noted, and appropriate action taken where there are concerns.

- Assess, monitor, and record pupils' progress, report on development and use data to track pupil progress and implement interventions where needed.
- Participating in arrangements for preparing pupils for external examinations, assessing pupils and recording and reporting such assessments.
- Promote the general progress and well-being of individual pupils and any class or group assigned.
- Promote a positive and inclusive school culture where all children feel safe, valued, and supported.

Operational Responsibilities

- Ensure that channels of communication are used effectively and to a consistent high standard, within the school, to ensure all staff, parents and pupils are well informed.
- Work collaboratively with colleagues, parents, and external professionals to support pupil development.
- Participate in staff meetings, assemblies, training sessions, professional development sessions and school events
- Follow all school policies, safeguarding procedures and the Trust Code of Conduct, reporting any concerns about the safety or wellbeing of pupils, staff, or visitors.
- Promote whole school commitment to safeguarding procedures, school policies, ensuring good behaviour and discipline and the welfare of the pupils.
- Ensure the health, safety, and well-being of all pupils on the school premises and when you are engaged in authorised school activities elsewhere.
- To have due regard for the requirements of the National Curriculum, the school's aims, objectives, as well as contributing to the ethos of the school.
- Contribute to the selection of appointments and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods.
- Work responsibly and respectfully, promoting inclusion, maintaining confidentiality, and caring for the wellbeing of yourself and others.
- Use resources thoughtfully, showing care for school property and the wider environment.

This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks the postholder may be required to undertake other duties appropriate to the level of the role, as directed.

Person Specification

Criteria	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Degree (2:2 or higher) 	<ul style="list-style-type: none"> • Excellent Primary Class teaching with a proven track record of raising attainment and achievement • Ongoing CPD and NPQH/other relevant post degree qualifications • Experience of teaching across the primary age range • Experience in more than one school
Knowledge & Skills	<ul style="list-style-type: none"> • Strong knowledge of the national curriculum up to and including Key Stage 2 and assessment frameworks. • Clear understanding of the essential qualities necessary for effective teaching and learning. • Passion for teaching and commitment to the development of young learners. • Ability to create an engaging and inclusive learning environment. • Excellent oral and written communication skills • Proven experience of building positive relationships • Ability to show initiative, responding positively and sensitively to a range of situations • Excellent organisational / time management skills with the ability to manage time effectively and prioritise to achieve collective goals 	<ul style="list-style-type: none"> • Knowledge of child development theory, latest research and studies and evidence of their impact on teaching and learning • Clear subject specialism or area of expertise • Knowledge of recent educational developments, initiatives and legislation and how they may impact upon the school • Experience in coaching
Personal Qualities	<ul style="list-style-type: none"> • Kind, compassionate and child-centered, creating environments where everyone feels valued and always acting in pupils' best interests. • Calm, steady and positive, offering a reassuring presence and helping others to feel confident and supported, even when things are busy or challenging. • Collaborative and respectful, building trusting relationships while maintaining professionalism, discretion, and confidentiality. • Flexible, adaptable, and proactive, responding to changing needs with good humour, taking initiative, and seeing things through. • Reflective, inclusive and open-minded, with a genuine commitment to learning, celebrating diversity and fostering a strong sense of belonging for all. • Inspiring and motivating, developing strong and respectful classroom relationships and engaging learners with clarity and confidence. • Creative, adaptable and emotionally aware, shaping learning around individual needs and responding thoughtfully to pupils' wellbeing. • Organised, forward-thinking and constructive, planning and assessing effectively and offering feedback that is supportive and meaningful. 	<ul style="list-style-type: none"> • Ability to analyse data, and the performance of pupils and pupil progress
Other Factors	<ul style="list-style-type: none"> • Satisfactory Safer Recruitment Checks 	