

Bishop Henderson CE VA Primary School
Class teacher Job Description

Name:

Main Purpose of Job: *Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.*

This Job Description is directed towards a teacher within a mainstream Church of England school environment.

- To respect and uphold the school's Christian ethos.
- To undertake general teaching, pastoral and administrative duties in respect of the pupils in the class as well as the responsibilities in the school as agreed with the Head Teacher.

Main Responsibilities and Duties: *What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.*

*This role is for a full time post with specific time allocated for planning, preparation and assessment (10% of contact time) alongside your parallel year group teacher.
This is in the spirit of the School Teachers Pay and Conditions Document (STPCD).*

As a school we are committed to the professional development of all staff, equipping them to fulfil current and future roles to their very best ability. We would expect each person to take responsibility for shaping their own professional development as well as supporting the development of others.

The main purpose of a classroom teacher at Bishop Henderson CEVA Primary School:

A Class Teacher will be appropriately qualified and will meet the current expectations outlined in the Teacher Standards and also in the School Teachers Pay and Conditions Document (STPCD).

Accelerate learning through:

1. Identifying clear learning objectives and specifying how they will be taught and assessed.
2. Setting tasks which challenge pupils and ensure high levels of interest.
3. Setting appropriate and demanding expectations.
4. Setting clear targets, building on prior attainment.
5. Identifying SEN or very able pupils.
6. Providing clear structures for lessons maintaining pace, motivation and challenge.
7. Making effective use of assessment and ensure coverage of programmes of study.
8. Ensuring effective teaching and best use of available time.
9. Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.
10. Using a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library, ICT and other sources.
11. Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
12. Evaluating own teaching critically to improve effectiveness.
13. Ensuring the effective and efficient deployment of classroom support.
14. Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy.
15. Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
16. Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

Monitoring, Assessment, Recording, Reporting

1. Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
2. Level and monitor pupils' work and set targets for progress.

3. Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
4. Undertake assessment of pupils as requested by examination bodies, departmental and school procedures.
5. Prepare and present informative reports to parents.

Supporting the Pupil

1. To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the children to be supported.
2. To establish a supporting relationship with all children.
3. To encourage acceptance and inclusion of the child with special needs.
4. To develop methods of promoting/reinforcing the child's self-esteem.
5. Accelerate the learning of all pupils.

Supporting the Support Staff

To liaise with and support the Teaching Assistants to:

1. Implement suitable programmes of support.
2. Implement the system of recording the children's progress.
3. Contribute to the maintenance of children's progress records.
4. Participate in the evaluation of any support programmes.

To liaise with Teaching Assistants and Midday Supervisors to:

5. Provide regular feedback about the children to the Teacher.
6. Use appropriate interventions to diffuse possible flashpoints.
7. Support the general management and organisation of the class to ensure that a fully inclusive ethos is maintained.

Support for School

1. To be aware of confidential issues linked to the home/pupil/Teacher/school work and the keep confidences appropriately.
2. To attend and contribute to staff meetings as appropriate.
3. To attend relevant courses/training to develop experience and broaden awareness.
4. To participate in all aspects of school life.
5. To reinforce the standards and expectations which exist within the school.
6. To promote the positive image of the school within the local community.
7. To ensure health and safety regulations are complied with at all times.
8. To provide information, and contribute to, the annual review process and/or case conferences as required.
9. Any other tasks as directed by Headteacher which fall within the remit of the post.
10. To ensure child protection issues are brought to the designated Child Protection person.

Team Responsibilities

1. Awareness of the aims and objectives of the school and working towards their fulfilment.
2. To participate in meetings which relate to the curriculum, administration, organisation and pastoral arrangement of the school.
3. Provide professional support and advice to colleagues.
4. To conform to Health & Safety regulations and to have a caring approach to the well-being of all children both in the classroom and in public areas of the school.
5. To participate in playground supervision according to the timetable.
6. To attend Collective Worship when required.
7. To support the school's Christian ethos and the caring, supportive community.

Personal Responsibility

- To take appropriate responsibility for one's own health, safety and welfare.

Facts and Figures: Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.

Teachers Main Scale 1 to 6
Please refer annually to the Staff Handbook.

SUPPORTING PROCESSES

Problem Solving and Creativity: Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?

On a daily basis, within prescribed school guidelines and under the direction of the Headteacher, develop a range of strategies to ensure that the above duties are undertaken efficiently.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents, carers, staff and all visitors to the school.

Creativity and innovation are needed to meet the special education and care needs of individual pupils.

Where appropriate, or if unsure of anything, consult with senior colleagues.

Decision Making: Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies required to work efficiently. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from the Headteacher or senior colleagues. More complex or controversial decisions will be referred to your line manager or to the Headteacher.

Physical Effort and Working Conditions: Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected eg noise, outside working, unpleasant surroundings.

A normal primary school environment although there will be elements of work 'off-site' such as educational visits, PE, swimming.

Most of the working day is spent in the classroom, sitting, crouching or bending at children's tables to help them with their work.

There may be an occasional need to physically lift pupils (such as for care or safety needs) or items (such as deliveries). There may be occasional unpleasant conditions relating to pupil's personal hygiene needs. Training can be provided where appropriate. Please follow policy guidance.

Contacts and Relationships: Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact eg providing information or advice, directing, monitoring, influencing, motivating.

The postholder is responsible to the Head Teacher for teaching duties, responsibilities, teaching tasks, supervising Teaching Assistants (if appropriate).

The postholder interacts on a professional level with colleagues to establish and maintain productive relationships with them in order to promote mutual understanding of subjects in the school curriculum with the aim of improving the quality of teaching and learning in the school.

Contact with all stakeholders of the school and external agencies/companies to pass and receive information, advice, guidance, suggestions and ideas.

Additional Information: Anything else which is relevant to the job which is not adequately covered elsewhere.

At Bishop Henderson CEVA Primary School we fully respect confidentiality in line with our agreed school policy. This includes information about adults and children whether obtained directly, indirectly or by reference. Where a child may be at risk, information may be divulged to the Safeguarding Lead (Deputy Head Teacher) or Safeguarding Deputy (Head Teacher) who will then take further action as deemed necessary.

The job description does not define in detail all duties and responsibilities of the post, which will be reviewed during the agreed process of Performance Management and may be subject to modification or amendment after consultation and agreement.

As a school we are fully committed to the principles of safeguarding children and safer recruitment.

This school is a non-smoking premises and operates a non-smoking policy across the whole site. We are committed to the encouragement and development of healthy school principles and to promoting the rights of the child in line with the UNICEF's rights respecting school principles.

Knowledge, Skills and Experience: (To be completed by the Line Manager) *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

Qualified Teacher Status (or DFE recognised equivalent).

Subject specialism.

Bishop Henderson CEVA Primary School is committed to CPD for all staff.

Safeguarding:

Safeguarding is everyone's responsibility - this includes you! You must be aware of the school's policy and procedures in relation to safeguarding and the importance of your duty to raise any concerns you may have with the Designated Lead (or Deputy Designated Lead) for Safeguarding.

You are also expected to be aware of the school's approach to PREVENT, FGM and CSE, following the expected protocols as appropriate.

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date:

Review date:

Appraisal cycle (year):