Class Teacher

**JOB DESCRIPTION**

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| **POSITION:**  **GRADE:**    **HOURS:**    **RESPONSIBLE TO:** | **EYFS/KS1/KS2 Class teacher**  **Main pay scale 1 -Upper pay scale**  **ECT’s are welcome to apply**  **32.5 hours per week**  **Head Teacher** |

**Purpose of the Job:**

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers’ Pay and Conditions Document and the Teaching Standards.

**Duties and responsibilities**

**Teaching**

* Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum and schemes of work
* Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
* Adapt teaching to respond to the strengths and needs of pupils
* Set high expectations which inspire, motivate and challenge pupils
* Promote good progress and outcomes by pupils
* Demonstrate good subject and curriculum knowledge
* Participate in arrangements for preparing pupils for external tests
* Exemplify and share best practice across the school
* Communicate effectively with parents regarding pupils’ learning and progress
* To maintain an attractive and stimulating learning environment in accordance with the school’s display policy
* To promote a calm and focussed learning environment through utilising a positive behaviour management strategy in line with Duncombe’s behaviour policy

**Whole-school organisation, strategy and development**

• Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision

• Make a positive contribution to the wider life and ethos of the school

• Work with others on curriculum and pupil development to secure co-ordinated outcomes

• Provide cover, in the unforeseen circumstance that another teacher is unable to teach

**Health, safety and discipline**

• Promote the safety and wellbeing of pupils

• Maintain a calm and purposeful environment in the school among pupils, managing behaviour effectively to ensure a good and safe learning environment

**Professional development**

• Take part actively in the school’s appraisal procedures

• Take part in further training and development in order to improve own teaching

• Where appropriate, take part in the appraisal and professional development of others

**Communication**

• Communicate effectively with pupils, parents and carers, following the schools agreed procedures.

**Working with colleagues and other relevant professionals**

• Collaborate and work with colleagues and other relevant professionals within and beyond the school

• Develop effective professional relationships with colleagues

**Personal and professional conduct**

• Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

* Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality leading others through modelling personal excellence
* Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**PERSON SPECIFICATION**

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| CRITERIA | QUALITIES |
| Qualifications | E1 Qualified teacher status  E2. Successful experience of teaching in the EYFS, KS1 and/or KS2 ( this can include PGCE placements). |
| Experience | E3. Recent, good or outstanding teaching in the EYFS, Key stage 1 and/or 2.  E4. Demonstrates a passion for teaching and the achievement of all learners, whatever their starting points.  E5. Excellent understanding of the National Curriculum and a commitment to a broad and balanced curriculum in all subject areas.  E6. Evidence of effective use of assessment strategies to move learning on, experience of tracking progress and attainment to ensure that gaps in understanding are swiftly closed.  E7. Proven experience of achieving high standards of Early Years/KS1/KS2 classroom practice and for more experienced candidates, the potential to lead an area of the curriculum.  E8. Exemplary trauma informed, positive behaviour management strategies and consistently high expectations of behaviour for learning. |
| Safeguarding | E9. Display commitment to the protection and safeguarding of children and the ability to prioritise this.  E10. Up-to-date knowledge and understanding of relevant legislation and guidance in relation to working with and the protection of children. |
| Personal Qualities | E11 A sense of integrity and commitment to meeting the needs of and having high aspirations for children in a diverse inner-city school.  E12. To contribute to the ethos of the school, ASPIRE, through own professional behaviours.  E13. To have excellent oral and written communication skills with parents, children and all other stakeholders.  E14. To be well-organised and have the ability to prioritise efficiently. |