



ROYAL BOROUGH OF GREENWICH COUNCIL

CARDWELL PRIMARY SCHOOL



AMBITION

COLLABORATE • EDUCATE • EMPOWER

JOB DESCRIPTION

DEPARTMENT:	Education
SECTION:	Cardwell Primary
DESIGNATION OF POST:	Class Teacher
RESPONSIBLE TO:	Executive Headteacher and Head of School

Job Purpose:

- Contribute to raising standards of pupil attainment;
- Plan, implement and deliver an appropriate and differentiated curriculum for all pupils in their class;
- Promote the progress and well-being of every child in the class assigned to them;
- Undertake the professional duties and responsibilities of a Teacher as set out in the current School Teachers' Pay and Conditions document
- Uphold the professional code of the General Teaching Council for England.

Aims

- To work actively with the Executive Headteacher, Head of School, Senior Leaders and Governing Body, to implement the overall aims, objectives and policies of the whole setting.
- To provide exemplar practice within the whole setting and to actively promote the work of the school within the community.

Curriculum

- To work with the Senior Leadership Team in developing, implementing and managing an enriched new curriculum for pupils in the school, within the context of current legislation.
- To provide pupils from 2-11 years of age with educational opportunities that enable a smooth transition, with continuity of educational experience, between key stages and within the framework of the National Curriculum and Early Years Foundation Stage.
- To have regard for the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school, taking account of the Councils Inclusion Policy.
- To monitor curriculum delivery to ensure that pupils are receiving their entitlement.
- To ensure that extra-curricular activities, trips and visitors are effectively planned for, to enhance the curriculum.

Assessment, record keeping, feedback marking

- To evaluate and monitor standards of learning and using data systems for analysis
- To ensure that records of all pupils, with details of their progress and attainment, are kept and to regularly communicate with parents/ carers, school staff and any other agencies involved.

- To ensure pupils receive high quality feedback in accordance with the school's policy.

Relationships

- To establish and maintain positive relationships with all staff, parents, children and the Governing Body.
- To work closely with parents, engage them in the school and respond effectively
- To work closely with the Community Liaison Manager and support with issues of Child Protection and Social Inclusion.

Duties:

PART ONE: TEACHING

A teacher will:

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behavior which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant phase and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in all curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging project based curriculum

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

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 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
- 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.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant phase and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- Make observations and plan for next steps in EYFS.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for 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 Relationships policy
- Have high expectations of behaviour, 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
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: 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.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

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.

Showing tolerance of and respect for the rights of others

Promoting fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Health and Safety

- To have due regard to the provision of the Health and Safety at Work Act in relation to the duties of the post.

Other Duties

- Any other reasonable duty that may be required from time to time.