**Job Description – Main Scale Teacher (M1-M6)**

**Betley CE Primary School**

**Part of The Great Oaks CE Learning Federation**

 **Responsible to – Executive Head Teacher**

**CLASS TEACHER JOB DESCRIPTION**

**MAIN SCALE CLASS TEACHER**

The appointment is subject to the current conditions of employment for Class Teachers

contained in the School Teachers' Pay and Conditions Document, Schedule 2 of the

Education Regulations 2003 and 2012, the required standards for Qualified Teacher Status

and Class Teachers and other current legislation.

*This job description may be amended at any time following discussion between the*

*Headteacher and member of staff, and will be reviewed annually.*

**General Description of the Post**

 To carry out the following professional duties of a teacher as circumstances may

require and in accordance with the school’s policies under the direction of the

Headteacher.

**PROFESSIONAL STANDARDS FOR A CLASS TEACHER**

Teachers make the education of their pupils their first concern, and are accountable for

achieving the highest possible standards in work and conduct. Teachers act with honesty

and integrity; have strong subject knowledge, keep their knowledge and skills as teachers

up‐to‐date and are self‐critical; forge positive professional relationships and work with

parents in the best interests of their pupils.

**Teaching**

A teacher must:

1. **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 behaviour which are expected of

pupils.

2. **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.

3. **Demonstrate good subject and curriculum knowledge**

\*Have a secure knowledge of the relevant subject(s) and curriculum areas;

\*Foster and maintain pupils’ interest in the subjects, and address misunderstandings;

\*Demonstrate a critical understanding of developments in the subjects and 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, whatever the teacher’s specialist

subject;

\*If teaching early reading, demonstrate a clear understanding of systematic synthetic

phonics;

\*If teaching early mathematics, demonstrate a clear understanding of appropriate teaching

strategies.

4. **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 curriculum within the relevant subject

area(s);

5. **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.

6. **Make accurate and productive use of assessment**

\*Know and understand how to assess the relevant age group, subject 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.

7. **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 behaviour 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.

8. **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.

**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

 not undermining 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