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Headteacher: Mrs J Exton

Class Teacher - Job Description MPS

Post Title: Class Teacher
Salary Scale: Main Scale
Responsible to: Headteacher

Appointment:

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document 2017, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the head teacher and member of staff and will be reviewed annually.

This job description is based on the 8 teaching standards plus the codes of conduct and has been composed to ensure that:

1. The appointed teacher will make the education of his/her pupils the first concern and be accountable for achieving the highest possible standards in work and conduct.
2. The teacher will;
 - act with honesty and integrity.
 - have strong subject knowledge .
 - keep knowledge and skills up-to-date and be self-critical.
 - forge positive professional relationships.
 - work with parents in the best interests of their pupils.

PART ONE: TEACHING

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 that 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 subject, challenge thinking and address misunderstandings.
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of excellence.
- demonstrate an understanding of and take responsibility for promoting very high standards of literacy, articulacy and the correct use of standard English.
- demonstrate high level skills when teaching numeracy.
- demonstrate high level skills when teaching scientific skills.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through very 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 the new primary .

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 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 e.g. through offering extra-curricular activities, supporting school events and functions.
- lead at least one curriculum subject and have a positive impact on its development (unless NQT).
- 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 that we expect in our school.

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.
- having proper and professional regard for the ethos, policies and practices of the school and to maintain high standards in their own attendance and punctuality.
- having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*Our Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are an active equal opportunities employer and ensure everyone receives equal treatment in all aspects of their employment and expect all our employees to help promote equality and celebrate diversity at our school. **This post requires an enhanced Disclosure and Barring Service Check***

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Personnel Specification

	Required	Desirable	Evidence
Qualifications and experience	<ul style="list-style-type: none"> • Qualified Teacher Status QTS • Relevant subject degree 	<ul style="list-style-type: none"> • Further study • Experience of teaching 	<ul style="list-style-type: none"> • Application form • Interview
Teaching and Learning	<ul style="list-style-type: none"> • Quality of teaching is at least good 	<ul style="list-style-type: none"> • Ability to lead a subject area 	<ul style="list-style-type: none"> • Application form • Interview • Lesson observation
Promoting good progress and outcomes	<ul style="list-style-type: none"> • Demonstrate that pupils make at least good progress • Make use of formative and summative assessment to secure pupils' progress – accurate and productive use of assessment • Use data to monitor progress, set targets and plan subsequent lessons 		<ul style="list-style-type: none"> • Application form • Interview • Planning
Curriculum	<ul style="list-style-type: none"> • Demonstrate a secure knowledge of the new Primary Curriculum including English and Mathematics • Plan and teach well structured teaching sequences 	<ul style="list-style-type: none"> • Have evidence of enriching pupils experience through provision of extra curricular activities 	<ul style="list-style-type: none"> • Application • Interview • Lesson observation
Inclusion	<ul style="list-style-type: none"> • Able to adapt teaching to respond to the strengths and needs of all pupils • Clear understanding of SEN practice and provision 		<ul style="list-style-type: none"> • Interview • Application
Wider professional responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school • Demonstrate effective professional relationships with colleagues • Communicate effectively with parents and families 	<ul style="list-style-type: none"> • Evidence of wider continued professional development 	<ul style="list-style-type: none"> • Application • Interview

Job Description: Subject Leader

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually.

Areas of Responsibility and Key Tasks

In Addition to the Requirements of a Class Teacher

a) Strategic Direction and Development of the Subject(s)

(with the support of, and under the direction of, the Academy Leadership Team) to:

- develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- construct a monitoring schedule and evaluation report – as outlined in the Monitoring and Evaluation Policy/Schedule
- have an enthusiasm for the subject(s) which motivates and supports other staff and encourages a shared understanding of the contribution the subject(s) can make to all aspects of pupils' lives;
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- develop plans for the subject(s) which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school improvement documentation;
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
- report to the Directors, contributing to whole school self evaluation strategies and school improvement documentation i.e. Evaluation Reports/Impact Statements/School Improvement Plans

b) Teaching and learning to:

- use your own class as an example of high quality teaching and learning in the subject(s);
- ensure continuity and progression in the subject(s) by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- establish clear targets for achievement in the subject(s) and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- evaluate the teaching of the subject(s) by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- develop effective links with the local community including parents, business and industry;
- ensure that teachers are aware of the implications of equality of opportunity which the subject(s) raises.

c) Leading and Managing Staff to:

- enable all teachers to achieve expertise in planning for and teaching the subject(s) through example, support (peer coaching) and by leading or providing high quality professional development opportunities;
- ensure that the Executive Head Teacher, Headteacher, Academy Leadership Team and Directors are well informed about policies, plans, priorities and targets for the subject(s) and that these are properly incorporated into the school development plan.

d) Effective Deployment of Resources to:

- support the Headteacher by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject(s);
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject(s);
- support the Headteacher by maintaining efficient and effective management of the expenditure for the subject(s);
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject(s);
- take on any additional responsibilities which might from time to time be determined by the Headteacher