

## JOB DESCRIPTION FEDERATION CLASS TEACHER

<b>Authority:</b> West Berkshire	<b>Department/Division:</b> Children & Young People
<b>Post Reference No:</b> n/a	<b>Location:</b> John Rankin Schools
<b>Job Title:</b> Class Teacher	<b>Grade/Salary Range:</b> MPS/UPS

### JOB PURPOSE

- Teaching and learning within a designated class.
- Promoting the vision, values, positive ethos and policies of the school.
- Contributing to the design and provision of an exciting, enriching, creative curriculum.
- Implementing whole school policies and agreed schemes of work.
- Participating in the life of the school as a member of our community.
- Co-operating as a member of a team, sharing expertise with colleagues.
- Promoting positive dispositions, attitudes and behaviour for learning.
- Maintaining high expectations of all pupils and a commitment to raising standards.
- Safeguarding all our pupils to ensure their safety and well-being.

*(Please see Teachers' Standards below)*

### DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

- Responsible to Phase Leader.
- Responsible for a subject area to be agreed (if not an NQT).
- Responsibility for and additional support staff working in the class.

### MAIN DUTIES AND RESPONSIBILITIES

#### Planning & Expectations

- Plan Teaching and Learning, differentiated to meet to the needs of all children;
- Plan how to ensure children have opportunities to develop as independent learners and are sufficiently challenged in their learning.
- Adopt a cross-curricular approach, using real life experiences as a starting point for learning.
- Collaborate with colleagues to plan continuity and progression and secure a shared entitlement to the curriculum.
- Involve the support team in planning to ensure clear, consistent expectations.
- Reflects on own practice and evaluate learning in order to inform and adapt planning.

#### Learning & Teaching

- Develop a stimulating learning environment which enables independent, enquiry-based learning, leading to high standards of achievement;
- Create interactive displays of children's work to encourage the pursuit of excellence;
- Promote cognitive, aesthetic, physical, social, moral, cultural and spiritual development of the class;
- Provide a calm, orderly, structured environment within which each child can feel secure and develop the self-confidence to take risks as a learner;
- Establish high standards of behaviour and maintain discipline throughout the day;
- Ensure children develop positive attitudes to learning and the skills, concepts and knowledge that will enable them to enjoy and achieve their best;
- Implement targeted intervention and support to accelerate learning;
- Select a variety of fit for purpose teaching strategies to meet the individual needs of the pupils;
- Involve the support team to engage all adults fully in the learning process.
- Lead on initiatives and co-ordinate provision.
- Monitor, evaluate and report to colleagues.

#### Monitoring and Assessment

- Encourage children to review and reflect on their learning and identify next steps using a range of strategies;
- Provide developmental feedback to help children to progress;
- Use a range of assessment practices to provide accurate, reliable and meaningful information;
- Analyse own class data.
- Effectively use accurate assessments to make informed judgements to support all aspects of children's learning;
- Engage in cross phase moderation to secure consistent judgments;
- Participate in evaluation of the implications of end of Key Stage results;

#### Develop links with parents and the wider community

- Contribute to reviewing policies and schemes of work.

- Work as a team to plan, prepare and present information events for parents.
- Meet with parents to keep them fully informed of their child's progress, and attend open evenings each term.
- Set homework to engage parents in supporting learning beyond school hours.

#### **Professional Values & Practice**

- Contribute to creating a learning culture that will enable every child to succeed;
- Encourage children to take a pride in all they do;
- Alert Special Needs Co-ordinator to any concerns.
- Implement inclusive practices and formulate SAPs for children with SEND.
- Follow safeguarding procedures to ensure every child is safe and healthy and alert the Head of School to any safeguarding concern.
- Participate in a range of professional development opportunities through
  - Regular staff meetings.
  - In-service training for the purpose of both professional and whole-school development.
  - Collaborative working practices.
- Participate in Performance Management procedures and make a positive contribution to school improvement.
- Take responsibility for own continuing professional development, maintain appropriate records and evaluate impact of CPD opportunities including courses.

#### **Additional Duties**

- Implement actions to ensure SDP/RAP priorities are achieved.
- Support appraisal process as required to develop personal and professional effectiveness.
- Line-manage Teaching Assistants within the class.
- Take on any additional responsibilities as required by Head of School.
- Subject leadership and effective management of any budgets associated with this.

*The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility entailed.*

### **TEACHERS' STANDARDS**

#### **PART ONE: 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 subject, and address misunderstandings.
- demonstrate a critical understanding of developments in the subject 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 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.

## **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.
- 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.

## **SCOPE OF JOB (Budgetary/Resource control, Impact)**

Subject Leader budget responsibilities.

**JOB SPECIFICATION FEDERATION CLASS TEACHER**

<b>Job Title: Teacher</b>		<b>Department/Division: John Rankin Schools</b>
	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications &amp; experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status or equivalent teaching experience with the age range 4-11 (A)</li> <li>• Know how to identify potential child abuse or neglect and follow safeguarding procedures (I)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further professional development (A)</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Able to inspire, motivate and challenge learners (T)</li> <li>• Able to plan and teach good to outstanding well-structured lessons (T)</li> <li>• Able to demonstrate good progress and outcomes in learning for all pupils (R)</li> <li>• Good subject knowledge and awareness of inclusion strategies (T)</li> <li>• Able to respond to the strengths and needs of all pupils (T)</li> <li>• Makes accurate and productive use of assessment (T)</li> <li>• Manages behaviour effectively to ensure a good and safe learning environment (T)</li> <li>• Able to effectively manage and direct the work of teaching assistants (T)</li> <li>• Able to make a wider positive contribution to school life (R/A)</li> <li>• Able to use ICT effectively (A/R)</li> </ul>	<ul style="list-style-type: none"> <li>• Has experience of coaching (A/I)</li> <li>• Experience of subject leadership or project management (A)</li> <li>• Experience of delivering intervention programmes to improve children's learning (A)</li> <li>• Experience of teaching an exciting and interactive curriculum that engages children in a cross-curricular approach. (A)</li> <li>• Experience of effective LOTC (A)</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Has high expectations and holds positive values and attitudes in support of the school vision (I/T)</li> <li>• Excellent communication and diplomacy skills (I)</li> <li>• Able to form and develop positive relationships (T/I)</li> <li>• Reflective and evaluative (I)</li> <li>• Is adaptable and demonstrates integrity (T/I)</li> <li>• Personal presence, enthusiasm and approachability (T/I)</li> <li>• Good personal organisation and time management skills (T/I)</li> <li>• Resourceful, self-motivated and shows initiative and creativity(T/I)</li> <li>• Able to work effectively within a team and as part of the wider school team in raising standards (I/R)</li> <li>• Suitable to work with children (R/I)</li> </ul>	<ul style="list-style-type: none"> <li>• Is proactive and insightful</li> <li>• Willing to contribute beyond the school day-clubs, residential, PTA</li> </ul>