

Christopher Rawlins CEVA Primary School

CHRISTOPHER
RAWLINS
CE
PRIMARY
SCHOOL



Compassion, Peace and Service



Class Teacher Vacancy **September 2021 – Main scale 1-6** **Job Description**

In addition to the general duties set out in 'The school teachers' pay and conditions document', the following duties are attached to the post.

Every member of the teaching staff, regardless of other responsibilities, has a main role as classroom teacher. The principle duties of the classroom teacher include:

TEACHING

Set high expectations, which inspire, motivate and challenge pupils by:

- Establishing a safe and stimulating environment for pupils, rooted in mutual respect
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrating consistently the positive attitudes, Christian values and behaviour, which are expected of pupils.
- Promoting good progress and outcomes for pupils by:
- Being accountable for pupils' attainment, progress and outcomes
- Planning teaching to build on pupils' capabilities and prior knowledge
- Guiding pupils to reflect on the progress they have made and their emerging needs
- Demonstrating knowledge and understanding of how pupils learn and how this impacts on learning
- Encouraging pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject knowledge by:

- Having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions
- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- *Monitor/lead curriculum area(s) within school*

Plan and teach well-structured lessons by:

- Imparting knowledge and developing understanding through effective use of lesson time
- Promoting a love of learning and pupils' intellectual curiosity
- Setting homework and planning other out-of- class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflecting systematically on the effectiveness of lessons and approaches to teaching
- Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapting teaching to respond to the strengths and needs of all pupils by:

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrating an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- Having 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 by:

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Making use of formative and summative assessment to secure pupils' progress
- Using relevant data to monitor progress, set targets, and plan subsequent lessons
- Giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Managing behaviour effectively to ensure a good and safe environment by:

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behavior policy and Christian values
- Having high expectations of behaviour and along with following schools routines, establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Managing a class effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploying support staff effectively
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Participating in weekly staff meetings and In Service training
- Completing the schools Appraisal cycle
- Communicating effectively with parents with regard to pupils' achievements and well-being.

Personal and professional conduct**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
- Having 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.
- Understanding, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

If not an NQT, then the ability to lead a subject and be part of one of our Curriculum teams:**CURRICULUM LEADERSHIP**

- Track pupil progress and set targets for raising attainment and achievement within curriculum area
- Raise attainment and achievement for all pupils within curriculum area,
- Monitor and evaluate the effectiveness of subject/curriculum team area;
- Support and develop colleagues' skills in relation to subject through advice, guidance and organisation of training;
- Secure, allocate and monitor a resource budget, to ensure effective curriculum access for all pupils;
- Lead staff in training to improve the quality of curriculum area in school;
- Collect and analyse assessment data on pupils within curriculum area;