



Job Description Class Teacher

Post Held:	Class Teacher
Salary Scale:	MPS
To Whom Responsible:	Head teacher
Line Manager:	Key Stage Leader

Professional Duties as a Class Teacher:

The education and welfare of a designated class in accordance with the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions Act 1991, having due regard to:

- The standards specified for the award of Qualified Teacher status. The Teachers' Standards can be found at <https://www.gov.uk/government/publications/teachers-standards>
- The requirements of the National Curriculum/Foundation Stage
- The school's aims, objectives and schemes of work
- Any policies of the Governing Body

Liaison and Cooperation

- To work as part of a team and in liaison and cooperation with all teaching and non-teaching staff, external advisory and support services, parents, governors and the local community.

Planning

- To prepare long term, medium and short-term plans that ensure a broad and balanced curriculum appropriate to the needs, interest and existing knowledge of all children.
- To ensure that planning takes into account the proper use of teaching assistants.
- With the year group, to plan and organise activities that enrich the curriculum, including visits to places of interest and inviting visitors from the community into the classroom and school.

Teaching

- To teach a class, or classes, sets, groups or individual children and to set tasks to be undertaken at School and elsewhere as assigned by the Headteacher.
- To maintain a good personal knowledge and understanding of the subject matter of all lessons.
- To establish clear classroom routines that are known to all children and adults working in the room.
- To utilise a range of methods, time and resources efficiently whilst effectively deepening children knowledge, skills and understanding; including effective exposition, instruction and good questioning.
- To ensure children are clear about what they have to learn and achieve, with high but attainable goals for all children.

- To present lessons and activities in an engaging, motivating and challenging manner, encouraging the participation of all.
- To use homework in accordance with School policy to promote, reinforce and extend what is learned in School.

Environment

- To organise the indoor and outdoor furniture and equipment to provide an environment which promotes independent and co-operative learning.
- To ensure equipment and materials are accessible, labelled, kept in good repair and replaced as necessary and where possible.
- To ensure that resources reflect equal opportunities and provision is made to ensure equal access to all children.

Assessment and Reporting

- To make provision for assessment activities, including the promotion of children's own self-assessment.
- To assess children's work and to record their development, progress and attainment, through observation, sampling and record keeping.
- To provide both oral and written assessments and reports according to school policy.

Discipline and Relationships

- To maintain good order, discipline and respect for others; to promote understanding of the School's rules and values; to safeguard health and safety and to develop relationships with and between children conducive to optimum learning, personal and social development.

Communication with Parents

- To create a welcoming atmosphere to all parents and carers and encourage their full participation in their children's education.
- To build and maintain co-operative relationships with parents and to communicate with them on children's learning and progress, drawing attention to special skills and talents as well as to difficulties.

Overall Policy and Review

- To take part in whole School reviews of policy and aims and in the revision or formulation of guidelines.

Professional Development

- Participate in professional development activities to extend skills, knowledge and understanding of teaching and learning.
- Share the outcome of professional development with colleagues
- Evaluate the impact of professional development on pupils' learning and achievement

Main scale teachers will be asked to maintain an overview of teaching, standards and ongoing improvement in specified subject(s) or areas in addition to the requirements of a Class Teacher. This requirement will not apply to Early Career Teachers.

Subject Leaders should motivate and support other staff and encourage a shared understanding of the contribution the subject can make to all aspects of pupils' lives.

Over time the role of subject leader might reasonably include the need to:

- *Review and develop policies, schemes of work and guidelines in line with the National Curriculum/Foundation Stage and aims of the school*
- *Monitor and evaluate the quality of planning in the subject by other teachers*
- *Monitor teaching and learning in the subject in order to evaluate strengths and areas for further development, or the impact of school improvement work*
- *Produce an annual Action Plan, in consultation with the Deputy Headteacher, to identify the key objectives for the school year, derived from the School Improvement Plan and other school priorities.*
- *Support, lead and advise colleagues in the delivery of the subject.*
- *Ensure new members of staff are made familiar with the requirements of the subject and provide support if needed.*
- *Liaise with the Deputy Headteacher in the implementation of the monitoring and assessment of the subject*
- *Evaluate relevant assessment information for individuals, groups or cohorts*
- *Report on progress, achievement and standards in the subject(s) to staff, governors or parents*
- *Review and co-ordinate the provision and use of resources in the subject*
- *Liaise with and advise colleagues on providing appropriate differentiated activities to meet the requirements of children with Special Educational Needs in these curriculum areas*
- *Arrange and promote relevant subject activities to promote pupils' enthusiasm and interest*

It is the responsibility of staff to ensure that they are familiar with all current Health and Safety, Safeguarding, First Aid and Fire Routine instructions and information.

Garden Suburb Infant School is committed to the Safeguarding and welfare of all children and young people and expects all staff and volunteers to share this commitment.

This job description may be reviewed or amended at any time in consultation with you, but in any case will be reviewed annually.



PERSON SPECIFICATION CLASS TEACHER

	ESSENTIAL	DESIRABLE
General Requirements	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Hold qualified teacher status • Have a commitment to the school's ethos, aims and objectives • Be an energetic, enthusiastic, positive and flexible colleague who enjoys teaching and the challenges of education • Be reliable and have an excellent record of punctuality • Have the ability to work effectively in partnership with staff, children, parents and governors • Demonstrate a commitment to on-going professional development. • Show a willingness to contribute to the wider life of the school. 	<p>Experience of further study or own professional development.</p>
Learning and Teaching	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have a commitment to teaching creatively. • Have a thorough knowledge of the EYFS and KS1 curriculum and national expectations of achievement • Have a sound knowledge of the development of children's learning, including those with SEN and EAL. • Have the ability to plan effectively, with differentiated and clear learning goals • Use effective Assessment for Learning Strategies • Be able to organise a stimulating and aesthetically pleasing teaching environment that ensures optimum use of time, space and resources • Be committed and skilled to employ effective and positive behaviour management strategies to create a calm, safe and purposeful learning environment • Be reflective and self-evaluative 	<p>In addition, <u>if</u> the candidate is <u>not</u> applying as an Early Career Teacher, or a teacher just completing their ECT period:</p> <ul style="list-style-type: none"> • Experience of leading a subject.
Inclusion	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Show a commitment to inclusion in all aspects of school life and the curriculum 	