



Job Description - Class Teacher

Job Title:	Class Teacher
Pay Scale:	Main range (unless employed as an unqualified teacher) Upper range
Reports to:	Principal
Responsible for:	The educational and pastoral needs of pupils within an assigned group
Main purpose of the post: To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Principal. These may include advising and co-operating with the Principal and other teachers on the preparation and development of course of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements. Those employed on the Upper range are expected to be highly competent in all elements of the relevant standards, and achieve and contribute in a substantial and sustained manner throughout the setting(s).	
Employment Duties: This job description is to be carried out in accordance with agreed school policies and the provisions of the employee contract and the School Teachers' Pay and Conditions Document, which includes the Teachers' Standards (part 1 and part 2).	
Relationships: • Responsible to the Principal in all matters and to the Vice Principal in the Principal's absence. • Responsible for the supervision of the work of relevant learning support assistants. • Liaison with some or all of the following: ○ Pupils and parents; ○ The Principal, Vice Principal, subject leaders and members of the teaching and support staff; ○ The Academy Trust Committee; ○ School representatives of the teaching unions; ○ Local Authority education staff; ○ Staff members from other schools or Trusts; ○ Members of the community.	
Key Tasks and Activities: The main employment duties attaching to the post are as follows:	



- To teach, according to their educational needs, assigned pupils in the allocated class;
- To control and oversee the use and storage of teaching materials provided for class usage;
- Under the direction of Year Leaders and in conjunction with other colleagues, to plan and prepare lessons, schemes of work and activities which ensure that the work of the class provides equality of access to the curriculum and is appropriate to the age range and abilities of the children in it;
- To monitor and assess pupils' achievements and progress in accordance with arrangements agreed within the school and report to parents periodically as required;
- To maintain discipline in accordance within the rules and disciplinary systems of the school;
- To attend meetings, contribute to discussions and management systems necessary to coordinate the work of the school and Trust as a whole;
- To promote equal opportunities within the school and to seek to ensure the implementation of the Trust's equal opportunities policy;
- To mark class attendance registers.
- Engage with and agree a professional growth plan;
- Attend relevant INSET, report back to colleagues and implement the outcomes as appropriate in classroom practice.

General Information:

Equality of Opportunity	• As a member of Trust staff, to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
Confidentiality and Data Protection	• To treat all information acquired through employment, both formally and informally, in strict confidence. • To be aware of the school's responsibilities under the General Data Protection Regulation 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
To contribute as an effective and collaborative member of the School team	• Any other duties as reasonably required by any manager of the school. • Participating in the ongoing development, implementation and monitoring of the school development plan. • Attend regular meetings as required and make a positive contribution during meetings.
Child Protection	• Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.

Agreed by: Date

This job description may be amended at any time after consultation with the post holder.

This job description is a broad overview of the post. It is not an exhaustive list of all possible duties, and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the post holder will be required to carry out any other duties that are necessary to fulfil the purpose of the job.



LEO Academy Trust is committed to promoting equality of opportunity for all staff. We welcome applications from all members of the community and we aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills. We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff treat visitors, volunteers, contractors and former staff.

Employees working in any role that requires them to communicate with pupils, parents, guardians, staff and / or members of the community, must be able to speak fluent English to enable the effective performance of the role and to ensure that they are able to abide by their safeguarding responsibilities.

LEO Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. All employees of the Trust are deemed to be in regulated activity with children and as such, all offers of employment are subject to an Enhanced DBS check amongst other checks as appropriate.



Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have which shows how you could meet these requirements when writing your supporting statement. If you are selected for interview you will be asked also to undertake practical tests to cover some of the skills and abilities shown below:

The letter in brackets after each item indicates in which element of the recruitment and selection procedure the evidence is intended to be collected.

A: Application Form
I: Interview

SS: Supporting Statement
CO: Classroom Observation

Training and Qualifications	
Holds Qualified Teacher Status (Unless employed as an unqualified teacher)	A
Experience and Interests	
1. Substantial experience of successful teaching of primary age children	A/SS/I
2. Make accurate and productive use of assessment and monitoring strategies, designed to raise attainment and progress; have high expectations of all learners	SS/I
Commitment and ability	
3. Able to demonstrate how your role will impact positively on pupil attainment and progress	SS/I
4. Commitment to keeping up to date with evidence-informed strategies and initiatives, and to ensuring these are communicated effectively to appropriate stakeholders	SS/I
5. To be enthusiastic about working within a climate of positive change. Able to assimilate new ideas and procedures into own practice and model this to others	SS/I
6. Ability to successfully organise your own workload and that of others	CO/SS/I
7. Ability to work to agreed deadlines	SS/I
8. Be an exemplary and innovative classroom practitioner	CO/SS/I
9. A commitment to effective inclusion to cater for all needs in a primary mainstream school	CO/SS/I



10. Commitment to developing and extending effective community links and partnerships	SS/I
11. Communicate effectively, both orally and in writing across a variety of situations	CO/SS/I
12. A commitment to adapt teaching to respond to the strengths and needs of all pupils in a mainstream school, including those with special educational needs and disabilities	SS/I
13. Commitment to ensuring equity, inclusion and a sense of belonging with regards to all aspects of school life	SS/I/CO
14. A commitment to making a positive contribution to the wider life and ethos of the school, including extra-curricular activities	SS/I
15. A commitment to taking responsibility for improving your teaching through appropriate professional development, responding to advice and feedback from colleagues	A/SS/I
16. Work in partnership with the academy committee, communicating effectively to them when necessary	SS/I
17. Manage behaviour effectively to ensure a good and safe learning environment inside and outside the classroom	SS/I

The post holder should have the ability to travel between sites, as needed.