

Snowsfields, Tower Bridge & Robert Browning Primary Schools

POSITION:	CLASSTEACHER
REPORTS TO:	Leadership Team
RESPONSIBLE FOR:	
GRADE:	Teachers Pay & Conditions

KEY PURPOSE OF THE JOB

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and LA and school policies.

MAIN ACTIVITIES

1. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
2. To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
3. To manage additional adults within the classroom.

PRINCIPAL ACCOUNTABILITIES

1. To plan work for the class in accordance with national, LA and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
2. To ensure a close match between the learning experience offered and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
3. To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo and EMA Co-ordinators
4. Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
5. To provide children with opportunities to manage their own learning and become independent learners.
6. To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
7. To foster each child's self-image and esteem and establish relationships which are based on mutual respect.
8. To maintain a high standard of display both in the classroom and in other areas of the school.

9. To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
10. To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
11. To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
12. To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
13. To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
14. To liaise with support staff both school based, from the LA & from other external bodies as required.
15. To take responsibility for the management of other adults in the classroom.
16. To take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
17. To undertake any other reasonable and relevant duties in accordance with the changing needs of the school.
18. To take responsibility for a curriculum subject area as agreed with the headteacher as detailed below:
 - Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum and any other new initiatives from the Department for Education and Skills.
 - In conjunction with the head teacher or other senior staff, be responsible for the implementation and management of the school's policy for the agreed subject area
 - Review the policy and adapt it as appropriate
 - Develop a scheme of work for the subject suitable to the needs of a primary school catering for 3 – 11 year olds
 - Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the head teacher
 - Offer support and advice to colleagues.

KEY ORGANISATIONAL OBJECTIVES

The Postholder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Commitment and contribution to safeguarding all pupils
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

PERSON SPECIFICATION FOR CLASSTEACHER

QUALIFICATIONS & EXPERIENCE

1. Qualified Teacher Status
2. A proven track record of recent and successful class teaching in a primary school, (or of successful training for ECTs).
3. A commitment to further own professional development and to the principle of continuous improvement.

KNOWLEDGE, UNDERSTANDING AND SKILLS RELEVANT TO THE JOB

1. Thorough knowledge of the National Curriculum or Foundation Stage Curriculum.
2. Understanding of strategies to raise attainment and achieve high standards
3. Understanding of effective strategies for managing behaviour within the classroom and in accordance with the school's policy.
4. Understanding of equality of opportunity issues and how they can be addressed in schools
5. Understanding of safeguarding procedures and expectations
6. Understanding of a range of strategies to support children with SEN and demonstrate a knowledge of effective inclusion
7. Ability to make a significant contribution and commitment to a school ethos that promotes high achievement and raises attainment
8. The ability to work as part of a team in planning and implementing the curriculum
9. The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process
10. To demonstrate the skills of good teaching, including the ability to:
 - Interest, encourage and engage pupils;
 - Draw upon the ideas, experiences and contributions of pupils.
 - Provide appropriate levels of challenge, so that all pupils make good progress;
 - Use methods and resources that enable all pupils to learn effectively;
 - Use a variety of questioning techniques
 - Use assessment information effectively to plan next steps in children's learning
 - Make effective use of time;
 - Make effective use of teaching assistants and other support;
 - Enable pupils to acquire new knowledge and skills;
 - Enable pupils to develop the skills to work independently and collaboratively;
 - Enable pupils to develop self-esteem and respect for others;
 - Create a well organised, stimulating learning environment.
 - Encourage high standards of effort, accuracy and presentation

Teaching	M1 – M3 Emerging	M4 – M6 Established	UPR Leading
1. Set high expectations which inspire, motivate and challenge pupils	Establish a safe, stimulating environment, in which all pupils are appropriately stretched and challenged. Consistently demonstrate and secure positive behaviours for learning.	The level of stretch and challenge leads to a good proportion of pupils making rapid or accelerated progress. Contributes effectively to good practice in their teams.	Establishes highly effective learning environments with consistently outstanding lessons.
2. Promote good progress and outcomes by pupils	Understand your pupils, plan and deliver effective teaching and provide pupil feedback which secures good progress. Encourage pupils to take responsibility for their learning and take personal accountability for the progress they make.	A good proportion of pupils making rapid or accelerated progress. Takes accountability for progress of own pupils and shares accountability for progress across year group/subject area. Supportive of colleagues in their teams.	An outstanding proportion of pupils making rapid or accelerated progress, including pupils in challenging / underperforming groups. Shares and supports progress accountability across the school.
3. Demonstrate good subject and curriculum knowledge	Understand your subject well and be able to foster pupils' interest and scholarship and address their misunderstandings. Promote good literacy and understand how to deliver systemic synthetic phonics and mathematics where relevant.	Acute understanding of pupils' misunderstanding and has a creative and effective range of strategies to address them.	Understands the curriculum and pedagogy at a level which enables high quality, proactive subject / curriculum leadership in the school and beyond.
4. Plan and teach well structured lessons	Ensure that learning has pace, stimulates pupils' curiosity and is effective. Reflect on your teaching and plan classwork, homework and other activities to extend and deepen knowledge and understanding. Contribute to the development of the curriculum in your team / area.	Consistently deliver highly effective and inspirational lessons as a result of reflection and a pro-active approach to your own professional development.	Is highly attuned to national developments and models inspirational good practice across the school, supporting the reflection and professional development of colleagues.
5. Adapt teaching to respond to the strengths and needs of all pupils	Understand barriers to learning faced by pupils and the strategies to employ to overcome them. Understand how pupils develop and know how to differentiate and adapt teaching and learning to meet their needs. Employ approaches to meet the needs of distinct pupil groups for example those with high ability, SEN, EAL etc.	Acute understanding of pupil characteristics, barriers and pedagogical strategies enabling high quality personalisation and differentiation of learning.	Successfully adapts teaching and learning to such a degree that all pupil groups, including the most underperforming, have their needs met and are making good and rapid progress. Shares successful practice pro-actively across the school.
6. Make accurate and productive use of assessment	Know how to assess your subject and pupils (formatively and summatively) regularly and accurately given them feedback to respond in order to make progress and to inform your planning.	Is able to effectively apply the assessment of own classes within the wider school context and set challenging targets with incisive strategies in place to meet these targets.	Own assessment understanding and practices are highly effective and inform whole school practices and policies.
7. Manage behaviour effectively to ensure a good and safe learning environment	Be responsible for promoting good and courteous behaviour in and around the school, deploying the school's policy consistently and fairly, exercising appropriate authority and at the same time building positive relationships with pupils. Have high expectations of behaviour and secure this through approaches which involve and motivate pupils.	Is effective and supports colleagues in their teams to be effective with their own and other pupils in the school.	Is highly effective across all pupils in the school and is instrumental in whole school analysis, policies and procedures.
8. Fulfil wider professional responsibilities	Develop effective professional relationships with colleagues, including the support staff you deploy. Communicate effectively with parents and carers and contribute positively to the wider life and ethos of the school. Be responsible for improving your teaching through professional development and seeking and responding to advice from colleagues.	Contributes positively to the effectiveness of their teams. Models effective relationship with parents and contributes to a substantial degree to pupils' wider achievement and experiences. Is pro-active in own professional development.	Has a positive impact on the effectiveness and quality of staff and parent relationship in the school. Seeks and shares professional development opportunities with impact.
Professional practice	All teaching good or better	All teaching good; some outstanding	All teaching good; much outstanding
Professional outcomes	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them
Professional relationships	Positive working relationships with pupils, colleagues and parents securely focussed on improving provision for pupils	Professional relationships lead to excellent class provision	Plays a proactive role in building school wide teams to improve provision and outcomes
Professional development	Able to identify key professional development needs and respond to advice and feedback	Fully competent practitioner able to keep up to date with changes and adapt practice accordingly	Plays a proactive role in leading the professional development of colleagues across the school

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:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. 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
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have a proper and professional regard for the ethos, policies and practice 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