

Job Description and Person Specification for the post of:

Generic Classroom Teacher

|  |  |
| --- | --- |
| **School:** |  |
| **Job Title:** | **GENERIC CLASSROOM TEACHER** |
| **Grade:** | **Ungraded (Main scale / Upper Pay Scale)** |
| **Post Number:** |  |
| **Responsible To:** | HEADTEACHER |
| **Responsible For:** | Day to day management of LSAs, TAs, HLTAs, Classroom volunteers. |
| **Key Relationships/****Liaison with:** | Other teachers, other classroom support staff, SLT, SENDCo, governing body, parents, pupils, other agencies |
| **Job Purpose:** | * The postholder may be responsible for the deployment and supervision of the work of classroom support staff, relevant to their responsibilities.
* Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
* Be responsible and accountable for achieving the highest possible standards in work and conduct
* Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
* Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards.
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school
 |
| **MAIN DUTIES AND RESPONSIBILITIES:** |
|  | **Teaching** |
| 1. | Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.  |
| 2. | Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate. |
| 3. | Be accountable for the attainment, progress and outcomes of pupils’ that you teach.  |
| 4. | Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.  |
| 5. | Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.  |
| 6. | Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).  |
| 7. | If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.  |
| 8. | Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment.  |
| 9. | Make accurate and productive use of assessment to secure pupils’ progress.  |
| 10 | Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.  |
| 11 | Use relevant data to monitor progress, set targets, and plan subsequent lessons.  |
| 12 | Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.  |
| 13 | Participate in arrangements for examinations and assessments within the remit of the School Teachers’ Pay and Conditions Document.  |
|  | **Behaviour and Safety** |
| 14 | Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.  |
| 15 | Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils.  |
| 16 | Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  |
| 17 | Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils. |
| 18 | Have high expectations of behaviour, promoting self-control and independence of all learners.  |
| 19 | Carry out playground and other duties as directed and within the remit of the current School Teachers’ Pay and Conditions Document. |
| 20 | Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.   |
|  | **Team Working and Collaboration** |
| 21 | Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies. |
| 22 | Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them. |
| 23 | Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.  |
| 24 | Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil. |
| 25 | Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school. |
|  | **Fulfil Wider Professional Responsibilities** |
| 26 | Work collaboratively with others to develop effective professional relationships.  |
| 27 | Deploy support staff effectively as appropriate. |
| 28 | Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate.  |
| 29 | Communicate and co-operate with relevant external bodies.  |
| 30 | Make a positive contribution to the wider life and ethos of the school. |
|  | **Administration** |
| 31 | Register the attendance of and supervise learners, before, during or after school sessions as appropriate. |
| 32 | Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers’ Pay and Conditions Document. |
|  | **Professional Development** |
| 33 | Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues. |
| 34 | Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal. |
| 35 | Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012 and School’s appraisal policy. |
|  | **Other** |
| 36 | To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality. |
| 37 | Perform any reasonable duties as requested by the headteacher. |

**SPECIAL FACTORS:**

**Subject to the duration of the need, the special conditions given below apply:**

(a) The nature of the work may involve the postholder carrying out work outside of normal working hours within the remit of the current School Teachers’ Pay and Conditions Document.

(b) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by their own training needs and the needs of the school/trust.

(c) Expenses will be paid in accordance with the Local Conditions of Service.

 (d) This post is subject to an Enhanced DBS check regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Embrace Multi Academy Trust and the academies which form part of that seek to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

|  |  |
| --- | --- |
| **School:** |  |
| **Job Title:** | **GENERIC CLASSROOM TEACHER** |
| **Grade:** | **Ungraded (Main scale / Upper Pay Scale)** |
| **Post Number:** |  |

|  | **Essential** | **Desirable** | **How assessed** |
| --- | --- | --- | --- |
| QualificationsQualified teacher status (QTS) or recognised equivalent | **** |  | App/Doc |
| ExperienceTeaching experience with the age range and/or subject(s) applying for***.*** | **** |  | App/Int/ Ref |
| Knowledge and SkillsThe ability to effectively:* Create a stimulating and safe learning environment.
* Establish and maintain a purposeful working atmosphere.
* Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school’s own policies.
* Assess and record the progress of pupils’ learning to inform next steps and monitor progress.
* Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
* Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
* Encourage children in developing self-esteem and respect for others.
* Deploy a wide range of effective behaviour management strategies, successfully.
* Communicate to a range of audiences (verbal, written, using ICT as appropriate).
* Use ICT to advance pupils’ learning, and use common ICT tools for their own and pupils’ benefit.
 | **************************************** |  | App/Int/ Ref |
| **Commitment**Demonstrate a commitment to: * promoting the school’s vision and ethos.
* high quality, stimulating learning environments.
* relating positively to and showing respect for all members of the school and wider community.
* ongoing relevant professional self-development.
* safeguarding and child protection.
 | ******************** |  | App/Int/ Ref |
| **General Circumstances**An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations | **** |  | App/Int |
| **Factors not already covered**Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010. | **** |  | Med |

**App = Application Form**

**Test = Test**

**Int = Interview**

**Pre = Presentation**

**Med = Medical Questionnaire**

**Doc = Documentary Evidence (E.g., Certificates)**