Job Title	Class Teacher
Salary Scale	Main Pay Scale or Upper Pay Scale
Reports To	Assistant Headteacher

SUPPORTING SOUTHCOTE PRIMARY SCHOOL'S VISION AND VALUES

As a member of staff within the school the post holder is required to:

1. consistently conduct his/her role in order that the school's vision of aspiring to be the best is achieved for all pupils and adults in order that every pupil makes a positive contribution to the community now and in the future
2. continually contribute to the school's success through its vision statement and modelled behaviour towards anyone in the school and, when out of school, if a member of staff can be identified, the highest standard of conduct, confidentiality and behaviour is expected
3. safeguard all pupils and support the school's culture to make everyone feel safe, by ensuring the school's policies on Safeguarding, Health and Safety, confidentiality and data protection are rigorously implemented and promoted at all times
4. promote a culture of inclusion within the school as a whole where all voices are heard, respected and acknowledged
5. contribute to the school self-evaluation and improvement process to embed and maintain a good or better school against OFSTED criteria
6. contribute to the development, implementation and monitoring of the annual School Plan (SP) and associated action plans and school policies
7. consistently secure good pupil behaviour, dealing promptly with conflict and incidents in line with school policy
8. ensure that through a nurturing pastoral care programme every pupil feels that s/he is a valued and unique member of the school community, appreciating life and respect for the world in which s/he lives
9. contribute to the wider life and ethos of the school leading to significant outcomes that strengthen the relationship between the school and wider community, including attending school events

STATUTORY RESPONSIBILITIES OF THE ROLE

The responsibilities and accountabilities of all Class Teachers are documented in:

a. School Teachers Pay and Conditions Document (currently reviewed each academic year). This includes subject responsibilities for all Teachers after their NQT year (this may attract a TLR payment) and additional whole school responsibilities for those teachers on upper pay scale
b. Teachers' Standards 2012; which sets out the minimum requirements for teachers' practice and conduct
c. National Standards for Subject Leaders (1998)
d. Ofsted: The Framework for School Inspection
e. SEND Code of Practice (2014)
f. Berkshire LSCB Child Protection Procedures
g. The Burgundy Book

DESIGNATION OF THE POST

The post holder:

- Is directly accountable to the designated member of the Senior Leadership Team
- will lead in a subject or designated project across the school (unless the post holder is a Newly Qualified Teacher (NQT))
- has the direct accountability for the performance and allocation of duties of the Learning Assistant(s) and/or Early Years Practitioner(s) working with the post holder's pupils

MAIN PURPOSE AND DUTIES OF THE ROLE

The Class Teacher is accountable for:

1. **Lesson Planning**
   (a) ensuring that the planning and the implementation of learning activities across the whole of the school's curriculum, together with marking, assessment and feedback to pupils is good or better
   (b) being fully prepared for lessons so that pupils' learning is maximised to the full
   (c) adapting activities to meet the needs of all learners, in particular groups of pupils with additional needs
   (d) making learning accessible to the pupils through real life and meaningful contexts
   (e) adopting and adapting pedagogical principles of effective learning
   (f) following the school's long-term or medium planning in the weekly team planning meetings
   (g) using assessment, including prior learning checks, to ensure lessons are well pitched and attainment gaps are closed where needed
   (h) demonstrating strong subject knowledge and understanding of how pupils learn best
   (i) using clear learning intentions that build skills over time
   (j) involving pupils in planning, adapting and moving forward units of work
   (k) planning clear differentiation strategies to support and challenge all learners
   (l) identifying the role of the Learning Assistant(s) and publishing expected learning outcomes for the individual/group with whom they are working
   (m) embedding opportunities to teach reading, writing, maths and communication skills across the curriculum and tackling under achievement as a priority

2. **Applying and Delivering Robust Teaching**
   (a) fostering good working relationships with pupils and securing good behaviour where pupils are empowered to accept responsibility for their own actions and learning
   (b) fostering good relationships with parents and carers of the pupils ensuring that there is regular communication and reporting on pupil progress and attainment
   (c) possessing secure subject knowledge and understanding of how pupils learn and using this to move pupils forward in their learning
   (d) having high expectations, deepening pupils' understanding to ensure good progress for all pupils
   (e) setting clear outcomes in terms of work and key learning
   (f) presenting activities that stimulate curiosity, in a way that engages pupils
   (g) ensuring time within the lesson is maximised to the full, with pace that moves learning along but also ensures pupils can cope
   (h) planning skills based activities that develop core reading, writing, maths and communication
   (i) seizing opportunities to nurture and teach independence, resilience and perseverance

(j) creating a classroom environment that reflects the current learning journey
(k) using a range of Assessment for Learning strategies to gauge how the lesson is going – reshaping tasks, groups, scaffolding where necessary within the lesson
(l) teaching reading, writing, maths and communication skills efficiently across the curriculum
(m) promoting the social, spiritual, cultural and moral development of pupils
(n) holding high expectations of all pupils, closing gaps where needed so that all groups make good or better progress e.g. boys/girls, pupil premium, SEN, EAL etc.

3. Providing Constructive Feedback for Learning and Assessment

(a) marking work following the school's marking policy
(b) assessing pupils' progress regularly and accurately
(c) discussing assessments and providing feedback with pupils to celebrate success, retaining self-worth, and identifying next steps the next steps needed in order to progress
(d) planning for targeted interventions to ensure good progress for all learners
(e) providing and contributing to written reports on pupils' learning and their personal and social needs
(f) participating in arrangements for statutory assessments
(g) supporting Learning Assistants in assessing pupil progress
(h) supporting colleagues in assessing pupil progress in a designated subject area and assisting them to develop appropriate action plans to support all pupils to achieve good or better standards
(i) working with the Senior Leadership Team in analysing and interpreting national, local and school data including research and inspection evidence
(j) ensuring that all teaching staff know and understand the expected subject attainment criteria for their year group when the area of leadership is curriculum

4. Continual Professional Development

(a) reviewing the quality of his/her performance against national criteria, using progress of the pupils in his/her care as the key indicator of success
(b) seeking out and taking all opportunities to improve areas for development
(c) participating in the induction and support of other colleagues, support staff and students
(d) ensuring that his/her health and safety, safeguarding and safe handling training is up to date
(e) supporting colleagues in their understanding of the sequence of teaching and learning if leading on a subject area
(f) supporting the induction of NQTs and other new appointments in the designated area of leadership
(g) contributing to the professional development of colleagues through participating in the school's training and/or signposting them to courses off-site
(h) preparing for and participating in his/her formal performance management and, if appropriate, that of other colleagues
(i) securing an open and robust relationship with the Assistant Headteacher to ensure meaningful and relevant objectives are agreed upon each year for his/her performance management

5. Contributing to the School Community

(a) checking school communications, including emails and responding where needed
(b) communicating and co-operating with colleagues from other schools and agencies
(c) undertaking risk assessments for school activities and any offsite activity reports which may be required

(d) participating in meetings at the school that facilitate the smooth running of the school and improve the quality of education for the pupils
(e) supervising and/or so far as is practicable, teaching any pupils whose Class Teacher is not available
(f) participating in arts and cultural events as part of the enriched curriculum to promote the school to the wider community and organising key high-profile events linked to area of leadership
(g) taking responsibility for activities within and outside the school day that widen experiences of pupils
(h) engage parents/carers and improve their knowledge of the school and how they can contribute to home learning

6. Leadership and Management

(a) co-ordinating or managing the work of other staff including Learning Assistants, Early Years Practitioners, Nursery Nurses and volunteers
(b) providing support and guidance to NQTs and any students within the school
(c) taking part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
(d) Assuming responsibility for the delivery of appropriate supervision of Learning Assistants, encompassing:
- Supervision meetings
- Performance Appraisal
- briefing sessions
- Identification of training requirements

(e) working with the Senior Leadership Team in developing and implementing robust policies and practices for the subject/area of responsibility to inspire pupils' achievement
(f) working in partnership with other colleagues, developing short, medium and long term plans for every year group ensuring continuity of key ideas and progression in all subjects for all pupils
(g) ensuring that in subjects other than English and mathematics, the development of pupils' literacy and numeracy skills are included in the plans
(h) ensuring that the subject/area of responsibility contributes to the pupils' spiritual, moral, cultural and social development

7. Administration and Budget Management

(a) participating in administrative and organisational tasks
(b) attending assemblies, registering the attendance of and supervising pupils, whether these duties are to be performed before, during or after school sessions
(c) monitoring resource needs for the area of leadership and advising the Senior Leadership Team of likely expenditure priorities
(d) supporting the effective management and organisation of resources including IT

8. Additional Responsibilities of Class Teachers on the Upper Pay Scale

(a) modelling good lessons to and sharing expertise with other staff in order to raise standards of teaching
(b) taking the lead on a school priority e.g. narrowing the gap
(c) developing and delivering a programme of professional development that will lead to a positive impact on pupil progress