



## Job Description

Post title:	Generic Class Teacher
Terms and Tenure:	Main/Upper Scale
Line Manager:	Head of Department (in the first instance)

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### Purpose of the role

It is expected that you will have a suitable teaching qualification and be able to teach classes in Years 7 – 13, with responsibility for the preparation and delivery of a two-weekly timetable of lessons as determined by the Headteacher. You will be an excellent subject teacher who enthuses and challenges the students you teach, to ensure they are given the best opportunities to succeed and to reach their potential. You will also be a Learning Mentor of a mixed age (11-16) tutor group within our vertical House system or a Personal Tutor at sixth form, looking after the wellbeing of students in your care, setting high expectations of behaviour, uniform, conduct and respect.

The job description should be read alongside the range of professional duties as set out in the DfE Teachers' Standards document. All staff need to have regard for their personal and professional conduct defined in the Teachers' Standards and have proper regard for ethos of Christopher Whitehead Language College and Sixth Form (CWLC&SF) as a tolerant, inclusive, multi-faith school where staff and students follow the mission statement 'In pursuit of excellence' in all that they do.

As a class teacher at CWLC&SF, you are expected to:

<b>Meeting needs and closing gaps</b>	<ul style="list-style-type: none"> <li>• Use data to inform your planning, feedback and management of classes</li> <li>• Know your disadvantaged/SEND/EAL/ Higher Learning Potential students and any gaps in their attainment</li> <li>• Create seating plans that reflect the needs and levels of support for your students</li> <li>• Get to know any barriers to learning in your students and actively support the progress of the student(s)</li> <li>• Know how to communicate effectively with LSAs and deploy their expertise that has the most impact on student progress</li> <li>• Promote reading and numeracy strategies in your subjects and in the whole-school reading and numeracy programmes</li> <li>• Actively use and promote subject-specific vocabulary</li> <li>• Insist on high standards in written work and presentation</li> <li>• Have provision in place for student absence in line with departmental and/or whole-school policies</li> <li>• Set appropriate home learning according to department and whole-school policies</li> <li>• Encourage a mindset in your students where effort, perseverance and resilience are valued</li> <li>• Communicate effectively with home and the Pastoral Team</li> </ul>
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<b>Pedagogy – Classroom practice for impact</b>	<ul style="list-style-type: none"> <li>• Employ effective and proven adaptive teaching strategies to promote student progress</li> <li>• Have consistently high expectations in your teaching and planning</li> <li>• Employ metacognition strategies and know why these are important</li> <li>• Demonstrate effective classroom management including use of effective seating plans and adhering to the school’s behaviour referral system</li> <li>• Address students’ needs by planning the scaffolding of tasks effectively</li> <li>• Use modelling to show students what standards to aspire to and how to achieve each stage</li> <li>• Teach literacy and numeracy in your subject explicitly and consistently</li> <li>• Use carefully-planned explanations to aid understanding</li> <li>• Regularly revisit/revise key concepts throughout teaching sequences</li> <li>• Set home learning that consolidates knowledge; that is regular and effective</li> </ul>
<b>Marking and Feedback</b>	<ul style="list-style-type: none"> <li>• Understand how your department policy fits in with the whole-school policy and how you can meet the expectations of both</li> <li>• Explicitly teach students to check key concepts, vocabulary and presentation before submitting their work</li> <li>• Promote the use of key literacy words and terms in your marking and feedback for students</li> <li>• Ensure you use feedback techniques that embed independence and self-directed improvement with your students</li> <li>• Know and practise the feedback strategies that have the highest impact on student progress and explicitly teach these to your students</li> <li>• Take responsibility for entering meaningful data within deadline and engaging with outcomes to shape planning and any subsequent interventions</li> <li>• Complete data entries that contribute to monitoring reports to deadline, that are individualised and with no errors</li> </ul>
<b>Your Professional Development</b>	<ul style="list-style-type: none"> <li>• Maintain a commitment to your own professional development through the school’s CPD offer, our Growing Our Own programme and external providers</li> <li>• Attend and actively engage in whole-school, pastoral and/or subject CPD training to embed, enhance and develop your practice and professionalism</li> <li>• Complete statutory CPD within deadline</li> <li>• Use statutory training to inform best practice in safeguarding and health and safety standards in your environments within school</li> <li>• Understand the importance of evidence in education and seek to find out more</li> <li>• Ask for/give developmental feedback on your own and colleagues’ practice</li> <li>• Welcome feedback and actively reflect on it as an opportunity for growth</li> <li>• Engage in further CPD opportunities in line with the stage you are at in your career</li> </ul>
<b>Whole-School Responsibilities</b>	<ul style="list-style-type: none"> <li>• Build and maintain effective working relationships with colleagues based on respect, empathy and professionalism</li> <li>• Share responsibility for improving the lives of all students and staff</li> <li>• Be punctual, well-presented, motivated</li> <li>• Actively promote Christopher Whitehead Language College and Sixth Form ethos and community values</li> <li>• Promote high standards of conduct, including the appropriate use of social media</li> <li>• Share in the participation and supervision of approved extra-curricular activities for students where appropriate</li> <li>• Attend meetings punctually and as directed and actively engage with briefings, bulletins, newsletters</li> <li>• Undertake duties pro-actively and on time</li> <li>• Manage your workload and wellbeing, using support if needed</li> </ul>