



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Job Description: Class Teacher

Job Purpose: To teach a class or classes of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning needs; to maintain the positive ethos and core values of the school, both inside and outside the classroom; to contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors; to have a working knowledge of the National Standards for Teachers.

Reporting to: Subject Leader

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| Strategic leadership | <ul style="list-style-type: none"> • Demonstrate an active contribution to the policies and aspirations of the school. • Make a positive contribution to the wider life of the school. • Demonstrate that they are effective professionals who challenge and support all pupils to do their best through: <ul style="list-style-type: none"> • inspiring trust and confidence; • building team commitment; • engaging and motivating pupils; • analytical thinking; • positive action to improve the quality of pupils' learning. |
| Knowledge and understanding | <ul style="list-style-type: none"> • Have a thorough and up to date knowledge and understanding of their specialist subject(s). • Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum, including National standards and other statutory requirements. • Understand progression in their specialist subject(s), including before their specialist age range. • Cope securely with subject-related questions which pupils raise and know about pupils' common misconceptions and mistakes in their specialist subject(s). • Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work and which have been identified as school priorities. |
| Planning & setting expectations | <ul style="list-style-type: none"> • Demonstrate consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs. • Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. • Plan effectively to ensure that pupils have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of pupils who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available. • Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment. • Plan effectively, where applicable, to meet the needs of pupils with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans. • Make reasonable adjustments in practice to include pupils with a disability. • Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement. |
| Teaching and managing pupil learning | <ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Secure a good standard of pupil behaviour in the classroom through positive and • productive relationships, by establishing appropriate rules and high expectations of discipline which pupils respect; act to pre-empt and deal with inappropriate behaviour in the context of the good behaviour policy of the school. • Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. |

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| Pupil achievement | <ul style="list-style-type: none"> • Set clear targets for improvement of pupils' achievement, monitor pupils' progress towards those targets and use appropriate teaching strategies in the light of this, including where appropriate, in relation to literacy, numeracy and other school targets. • Secure progress towards pupil targets. • Demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken. |
| Assessment and Evaluation | <ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use this assessment to inform future teaching. • Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress. • Record all assessments. • When applicable, understand the demands expected of pupils in relation to the KS4 and post-16 courses. • Recognise the level that a pupil is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught. |
| Working with other adults | <ul style="list-style-type: none"> • Establish effective working relationships with professional colleagues including, where applicable, support staff. • Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning. • Collaborate with the Subject Leader in developing the subject curriculum and schemes of learning. |
| Managing resources | <ul style="list-style-type: none"> • Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met. • Ensure own classroom is a stimulating environment displaying current student work and subject information. |
| Relations with parents and wider community | <ul style="list-style-type: none"> • Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples. • Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress. • Communicate and co-operate with specialists from outside agencies when appropriate. |
| Managing own performance & development | <ul style="list-style-type: none"> • Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and development in pedagogy and in the subject(s) they teach. Use the outcomes to improve teaching and pupils' learning. • Participate in the performance management for the appraisal of their own performance, or that of other teachers. • Take responsibility for implementing school policies and practices, including Health and Safety. • Support initiatives decided by the Headmistress and staff • Set a good example to the pupils they teach in their presentation and their personal conduct. • Evaluate their own teaching critically and use this to improve their effectiveness. |

This job description is in addition to the school teachers' pay and conditions document published annually by the DFE. It will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main responsibilities and duties required by the School.