



CLASS TEACHER (Mainscale 1 – UPS3)

Person to whom teacher is responsible

This job description may be amended at any time, following consultation between the Head Teacher and member of staff and will be reviewed annually.

Priorities for the year will be negotiated and highlighted.

You are required to perform such tasks or duties that may be reasonably assigned to you by the Head teacher to ensure the smooth running of the school.

Core purpose: To provide a high quality educational experience for all children.

Job Purpose:

The Class Teacher will, in line with School Teacher's Pay and Conditions Document:-

- Continually meet the required standards for 'Qualified Teacher Status' and 'UPS Standards' if applicable.
- Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;
- Maintain the positive ethos and core values of the school, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;
- Have a working knowledge of:

The national conditions of employment for schoolteachers as set out in the current copy of the School Teachers' Pay and Conditions Document ;

The national standards for Qualified Teacher Status.

Knowledge and understanding

- Have knowledge of and keep up to date with the Foundation Stage, National Curriculum and the Agreed Syllabus for Religious Education.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development.
- Select and make good use of IT skills for classroom and management support.
- Be familiar with, and follow the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies.
- Be familiar with the SEND Code of Practice and identification, assessment and support of pupils with special educational needs.

Planning, Teaching and Class Management

- Plan and deliver in relation to the Foundation Stage, National Curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work, the teaching programme for all children within the class.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Set clear targets, based on prior attainment, for pupils' learning;
- Plan and deliver appropriately to meet the needs of all pupils, through differentiation of tasks;
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning

- Adhere to the schools Relationships and Behaviour Policy; maintaining high standards of behaviour through an Attachment Aware and Trauma Informed Approach.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess and record each pupil's progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning
- Understand and know how national, local comparative and school data including National Curriculum test data can be used to set clear targets for pupil's achievement
- Report with accuracy to parents on the development, progress and attainment of all pupils

Duties:

The Class Teacher will:

- implement agreed school policies and guidelines;
- support initiatives decided by the Headteacher and staff;
- provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;
- maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;
- take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the head teacher and other colleagues in the review, development and management (*) of a subject in the [school/key stage];
- communicate and co-operate with specialists from outside agencies;
- plan for, organise and direct the work of support staff within the classroom;
- participate in the performance management system for the appraisal of their own performance, or that of other teachers;
- be proactive in promoting the wider aspirations of the school

* management in this context means acting as a point of contact or a conduit. It does not imply having responsibility or being accountable for the teaching and learning of the subject across the school.

Post-threshold expectations:

- the teacher will provide a role-model for teaching and learning of good/outstanding
- the teacher's achievements and contribution to the school make a substantial and sustained contribution (specifically agreed through appraisal system) to the raising of pupil standards and contribute effectively to the work of the wider school team.
- the teacher is highly competent in all elements of the relevant standards

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.