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| **CLASS TEACHER JOB DESCRIPTION** |
| The appointment is subject to the current conditions of employment for Class Teacherscontained in the School Teachers' Pay and Conditions Document, Schedule 2 of theEducation Regulations 2003 and 2012, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.*This job description may be amended at any time following discussion between the**Headteacher and member of staff, and will be reviewed annually.* |
| **General Specific Duties** * To make the education of all pupils a first concern.
* Are accountable for achieving the highest possible standards in work and conduct.
* Act with honesty and integrity at all times.
* Have a strong subject knowledge, keeping knowledge and skills as teachers up-to-date through self-critical thought and reflection.
* Forge positive professional relationships and work with parents in the best interests of the pupils.
* Have a high regard for the requirements of the school’s aims, objectives and vision, maintaining a sound knowledge of the National curriculum, Statutory frameworks and any other related schemes of work.
* Promote, encourage and develop a working partnership with the school’s learning community to ensure that learners make a positive contribution, are safeguarded from harm and are actively engaged in their learning.
* Carry out duties as set out in the current School Teachers Pay and Conditions Document.
* **Be committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.**
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| **TEACHING AND LEARNING** |
| 1. **Set high expectations which inspire, motivate and challenge pupils*** Establish a safe and stimulating environment for pupils, rooted in mutual respect.
* Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
* Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils*** Be accountable for pupils’ attainment, progress and outcomes.
* Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.
* Guide pupils to reflect on the progress they have made and their emerging needs.
* Encourage pupils to take a responsible and conscientious attitude to their own work and study.
* Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

3. **Demonstrate good subject and curriculum knowledge*** Have a secure knowledge of the relevant subject(s) and curriculum areas;
* Foster and maintain pupils’ interest in the subjects, and address misunderstandings.
* Demonstrate a critical understanding of developments in the subjects and curriculum areas and promote the value of scholarship.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.
* If required demonstrate a clear understanding of the teaching of systematic synthetic phonics and appropriate teaching strategies for early mathematics.

4. **Plan and teach well structured lessons*** Impart knowledge and develop understanding through effective use of lesson time.
* Promote a love of learning and children’s intellectual curiosity.
* Set homework and plan other out‐of‐class activities to consolidate and extend the knowledge and understanding pupils have acquired.
* Reflect systematically on the effectiveness of lessons and approaches to teaching.
* Lead and contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils*** Know when and how to differentiate (personalise) appropriately, using approaches which enable all pupils to be taught effectively.
* Effectively challenge and break down barriers to learning by having a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these.
* Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils’ education at different stages of development.
* Have a clear understanding of the needs of all pupils, including those with special

educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.6. **Make accurate and productive use of assessment*** Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
* Make effective use of formative and summative assessment to secure pupils’ progress.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons to raise progress levels of attainment.
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment*** Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them.
* Maintain good relationships with pupils and colleagues, exercising appropriate authority and acting decisively when necessary.

8. **Fulfil wider professional responsibilities*** Make a positive contribution to the wider life and ethos of the school.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Deploy support staff effectively.
* Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.
* Communicate effectively with parents with regard to pupils’ achievements and well‐being.
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| **PERSONAL AND PROFESSIONAL**  |
| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:* Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional

position.* Having regard for the need to safeguard pupils’ well‐being, in accordance with

statutory provisions.* Showing tolerance of and respect for the rights of others
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
* Ensuring that personal beliefs are not expressed in ways which exploit pupils’

vulnerability or might lead them to break the law.Teachers must have proper and professional regard for the ethos, policies andpractices of the school in which they teach, and maintain high standards in theirown attendance and punctuality.Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |