

# Classroom Teacher

## Job Description and Person Specification

### JOB DESCRIPTION

Teachers' Main Scale  
Responsible to the Principal

Professional Duties:

- To teach an assigned class of pupils and be responsible for their educational development, progress and well being
- To plan and prepare programmes of work appropriate to the needs of the pupils, based upon agreed guidelines laid down and in conjunction with other members of staff
- To ensure that the teaching programme for the class meets the needs of all pupils, including the most and least able
- To set targets for individual pupils in order to continually raise standards
- To liaise with the Special Needs Coordinator and Learning Support teachers in order to set, maintain and review Individual Education Plans for pupils with special educational needs
- To set and mark the work of pupils and assess, record and report on the development, progress and attainment of pupils in accordance with the National Curriculum framework
- To organise the class in order that all relevant materials are accessible to the pupils, and to ensure that these materials are stored and maintained to a high standard
- To maintain good order and discipline among pupils, based upon an agreed behaviour policy, especially in relation to health and safety
- To refer to the Principal any concerns felt regarding the pupil's welfare
- To accurately take and maintain a class register of attendance
- To communicate and consult with parents/carers of the pupils and to provide appropriate consultation times throughout the year in accordance with school policy
- To communicate and co-operate with feeder groups and transfer schools and also the local community
- To provide guidance and advice to pupils on educational and social matters within the school environment – liaising with the Principal and co-operating in referring pupils to support services according to individual needs, and keeping relevant records
- To participate in staff meetings related to the administration, organisation and curriculum of the school including leading discussions, reporting back on courses etc.
- To review as necessary personal teaching methods and work programmes, participating in the arrangements for school based in-service training and professional development
- To participate and co-operate with colleagues on preparation and development of policies and schemes of work, teaching materials, team planning, methods and pastoral arrangements
- To act as a coordinator for an agreed area of responsibility within the school or curriculum and to support a colleague(s) with responsibility for another area
- To be responsible for maintaining interesting displays of high quality and in accordance with policy, within the classroom and in other agreed areas within the school
- To participate in arrangements for appraisal within the agreed national framework
- To cover, in exceptional circumstances, for absent colleagues
- To co-operate as a team member with other personnel in the school in joint projects such as parent/carer workshops, curriculum events, school displays, special events etc.
- To co-operate and guide classroom support staff, to organise rotas for parent helpers and to maintain good relationships
- To implement the school's Equal Opportunities Policy
- To maintain a co-operative attitude to the PTA
- To carry out a share of supervisory duties in accordance with published schedules

- To support Newly Qualified Teachers and visiting work experience students
- To carry out class assemblies for parents/carers and visitors in accordance with agreed policy
- To carry out an appropriate share of administration and organisation tasks related to the above duties
- To undertake other such duties appropriate to the grade and character of work as may reasonably be required within Lindfield Primary Academy

Within these specific responsibilities the class teacher is expected to foster a lively and enthusiastic atmosphere within the classroom for pupils and staff, which can be shared with parents, visitors, governors etc.

## **PERSON SPECIFICATION**

### **Attainments**

- Qualified teacher status plus evidence of continuous professional development

### **Experience**

- Experience as a class teacher in at least one phase of primary education
- Planning for and teaching an assigned class of pupils within the statutory requirements of the National Curriculum
- Meeting statutory requirements in the recording of pupils' progress and attainment
- Liaising with parents/carers, other schools, outside agencies and the community
- Maintaining a well organised and stimulating classroom in which pupils are encouraged to learn with confidence and high self-esteem
- Experience of teaching children of mixed ability levels
- Familiarity with subject-specific health and safety requirements, where relevant, and the ability to plan lessons to avoid potential hazards

### **Knowledge and Understanding**

- A sound understanding of the purposes, scope, structure and balance of the National Curriculum Orders as a whole and, within them, the place and scope of the primary phase, the key stages, the primary core and foundation subjects and RE
- A sound understanding of the breadth of content covered by the National Curriculum across the primary core and foundation subjects and RE
- A sound understanding of how pupils' learning is affected by their physical, intellectual, emotional and social development
- A sound understanding of the role of assessment and record keeping in supporting the progress of pupils
- A sound understanding of the purpose of target setting at both class and individual level in order to raise standards

### **Skills and Abilities**

An ability to teach pupils in such a way that ensures progression through:

- Identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed
- Setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest
- Meeting the needs of all pupils, including the most able, through the practice of differentiation in planning and also knowing where to go to get help in order to give targeted support
- Setting appropriate and challenging expectations for pupils' learning, motivation and presentation of work
- Setting clear targets for pupils' learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do

- Identifying pupils who have special educational needs and working within the Code of Practice to support their progress
- Providing clear structures for lessons in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
- Making effective use of assessment information on pupils' attainment and progress in their teaching and planning future lessons
- Making use of effective questioning techniques
- Planning opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- Ensuring effective teaching in order that teaching objectives are met and best use is made of available teaching time
- Monitoring class progress and intervening to ensure sound learning and discipline
- Establishing and maintaining a purposeful working atmosphere
- Setting high expectations for pupils' behaviour and developing positive relationships
- Establishing a safe environment in which pupils feel secure, confident and valued
- Making good use of learning resources including ICT
- Exploiting opportunities to improve pupils' basic skills in literacy, numeracy and ICT and in both individual and collaborative study skills
- Setting high expectations for all pupils within a framework of equal opportunities
- Exploiting opportunities to contribute to the quality of pupils' wider development including their personal, spiritual, moral, social and cultural development
- Evaluating their own teaching critically and using this to improve their own effectiveness