

# Job Profile

## Horsell Church of England School

### Classroom Teacher

**JOB TITLE:** Class teacher

**LINE MANAGER:** Head of Year

**DATE:** 7<sup>th</sup> December 2021

#### Key Requirements and Accountabilities:

<b>Shaping the School</b>	Support the school's Christian ethos and demonstrate the school values of dignity, hope, love, justice, forgiveness and service.
<b>Qualities and Knowledge</b>	<p>Hold and articulate clear values and moral purpose, focused on providing a world-class education for all pupils.</p> <p>Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, governors and members of the local community.</p>
<b>Planning, Teaching and Classroom Management</b>	
<b>Planning</b>	<p>Plan teaching to achieve progression in pupils' learning through:</p> <ul style="list-style-type: none"> <li>a) Identifying clear teaching objectives, success criteria and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed;</li> <li>b) Setting tasks for whole class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest;</li> <li>c) Setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work;</li> <li>d) 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;</li> <li>e) Identifying pupils who: <ul style="list-style-type: none"> <li>• Have special educational needs, including specific learning difficulties;</li> <li>• Are very able</li> <li>• Are not yet fluent in English;</li> </ul> </li> </ul> <p>and knowing where to get help in order to give positive and targeted support;</p> <p>2) Provide clear structures for lessons and for sequences of lessons, in the short,</p>

	<p>medium and longer term, which maintain pace, motivation and challenge for pupils;</p> <p>3) Make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons;</p> <p>4) Plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development;</p> <p>5) Ensure coverage of the relevant National Curriculum programmes of study and R.E</p>
<b>Teaching and Class Management</b>	<p>1) Ensure effective teaching of whole classes and of groups and individuals within the whole class setting so that teaching objectives are met and best use is made of available teaching time;</p> <p>2) Monitor and intervene when teaching to ensure sound learning and discipline;</p> <p>3) Establish and maintain a purposeful working atmosphere;</p> <p>4) Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;</p> <p>5) Establish a safe environment which supports learning and in which pupils feel secure and confident;</p> <p>6) Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:</p> <p>a) Stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintaining pupils' motivation;</p> <p>b) Matching the approaches used to the subject matter and the pupils being taught;</p> <p>c) Structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses;</p> <p>d) Clear presentation of content around a set of key ideas, using appropriate subject specific vocabulary and well-chosen illustrations and examples;</p> <p>e) Clear instruction and demonstration and accurate well-paced explanation;</p> <p>f) Effective questioning which matches the pace and direction of the lesson and ensures that pupils take part;</p> <p>g) Careful attention to pupils' errors and misconceptions and helping to remedy them;</p> <p>h) Listening carefully to pupils, analysing their responses and responding constructively in order to take pupils' learning forward;</p> <p>i) Selecting and making good use of I.C.T. and other learning resources which enable teaching objectives to be met;</p> <p>j) Providing opportunities for pupils to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learnt;</p> <p>k) Exploiting opportunities to contribute to the quality of pupils' wider educational</p>

	<p>development, including their personal, spiritual, moral, social and cultural development;</p> <p>l) Setting high expectations for all pupils notwithstanding individual differences, including gender and cultural and linguistic backgrounds;</p> <p>m) Providing opportunities to develop pupils' wider understanding by relating their learning to real examples;</p> <p>7) Are familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records for pupils at Wave 2 of the Code and above;</p> <p>8) Ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject;</p> <p>9) Evaluate their own teaching critically and use this to improve their effectiveness</p>
<b>Monitoring, Assessment, Recording, Reporting and Accountability</b>	
	<p>1) Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;</p> <p>2) Mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback and setting targets for pupils' progress;</p> <p>3) Assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking and use these records to:</p> <p>a) check that pupils have understood and completed the work set;</p> <p>b) monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning;</p> <p>c) inform planning;</p> <p>d) check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.</p> <p>4) Are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents;</p> <p>5) Where applicable, understand the expected demands of pupils in relation to each relevant end of year expectation;</p> <p>6) Recognise the level at which a pupil is achieving and assess pupils consistently against end of year expectation, where applicable, if necessary with guidance from an experienced teacher;</p> <p>7) Understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement;</p> <p>8) Use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests and baseline assessments where relevant.</p>

Other Professional Requirements	
	<ol style="list-style-type: none"> <li>1) Support and contribute to the whole school vision, aims, policies and Christian ethos.</li> <li>2) Share in playtime supervisory duties.</li> <li>3) Have a working knowledge and understanding of: <ol style="list-style-type: none"> <li>a) Teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions act 1991;</li> <li>b) Teachers; legal liabilities and responsibilities</li> </ol> </li> <li>4) Have established, during work in schools, effective working relationships with professional colleagues including, where applicable, associate staff;</li> <li>5) Set a good example to the pupils they teach, through their presentation and their personal and professional conduct;</li> <li>6) Are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them;</li> <li>7) Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subject they teach;</li> <li>8) Understand their professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying;</li> <li>9) Recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for pupils' education and welfare;</li> <li>10) Are aware of the role and purpose of school governing bodies</li> </ol>

