

KINGS ROAD PRIMARY SCHOOL

JOB DESCRIPTION



Job Title: Class Teacher

Responsible to: Head Teacher and the Governing Body

OVERALL RESPONSIBILITY

1. To plan, develop and deliver high quality lessons that are broad, balanced, relevant and differentiated using a variety of approaches, to continually enhance teaching and learning.
2. To monitor and record pupil progress including assessment outcomes and set targets in line with the school policy, to enable all pupils to achieve their full potential.
3. Curriculum leadership (disregard if ECF)
4. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the Every Child Matters agenda and Area Child Protection Procedures.
5. In conjunction with the CPD Coordinator, take responsibility for personal professional development.
6. To use Planning, Preparation and Assessment (PPA) time effectively.

1. Teaching and Learning

- Manage pupil learning through effective teaching.
- Teach a broad based curriculum for pupils to acquire knowledge/skills and to promote enjoyment in learning.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs, and ensure equal opportunity for all pupils.
- Support individual learning by planning work with appropriate challenges and monitoring and reviewing pupil outcomes regularly.
- Be responsible for a designated classroom/teaching area and supervise associated resources.
- Direct the use of any support staff or class helpers (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
- Plan and provide structured learning opportunities, which engage pupils' interest and which take account of their needs – particularly in the development of physical, intellectual, emotional and social abilities.
- Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes. Lesson time and resources should be used effectively.
- Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
- Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions in accordance with the school's Behaviour Policy.
- Set homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
- Provide a challenging, yet supportive learning environment.
- Employ clear presentation and good use of resources.
- Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
- Implement and keep records for pupils with SEN

- Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who: have SEN; are gifted and talented; are not yet fluent in English; are disabled.
- Encourage pupils to be part of a school community which gives equal value to all its members.
- Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
- Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs, irrespective of gender, race, disability or academic achievement, etc.
- Develop in pupils a positive attitude towards and concern for the environment.

2. Monitoring, Assessment, Recording, Reporting

- Be responsible for the assessment, recording and reporting for the pupils.
- Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
- Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning.
- Write annual reports to parents/carers.
- Discuss pupils' progress and welfare with parents/carers – both formally, eg. at parents' evenings and also informally at other times.
- Write IEPs as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
- Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development. Where appropriate, prepare pupils for National Curriculum Assessments.

3. Curriculum Leadership (disregard if NQT)

- Manage the subject curriculum and schemes of work across all year groups to build progression and ensure development of key ideas and skills.
- Analyse and interpret relevant national, local and school data, using the findings to identify underachievement and to improve the quality of teaching and learning where appropriate.
- Understand the relationship and role of the relevant subject material to the broader curriculum.
- Know and implement any relevant statutory requirements for the curriculum, assessment, recording and reporting of pupil attainment and progress.
- Ensure complete coverage of the National Curriculum along with continuity and progression for all pupils, including those of high ability and those with special educational needs.
- Ensure that teachers are aware of the relevant subject's contribution to pupils' understanding of their duties, opportunities, responsibilities and rights as citizens.
- Ensure the effective development of pupils' individual and collaborative study skills needed by them to become increasingly independent learners both in and out of school.
- Take responsibility for delegated budget and keep accurate records of the annual expenditure of materials.
- Ensure effective management and organisation of all available learning resources.
- Maintain an inventory of all stock and have oversight of an annual stock and audit.
- Inform staff through staff meetings about developments and ideas related to 'best practice' related to teaching and learning.

4. Health and Safety

- Have a good knowledge of any statutory requirements related to the pupils' education or welfare, including the *Every Child Matters* agenda.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others.
- Co-operate on all issues related to Health, Safety and Welfare.
- Keep up-to-date with Child Protection issues.

5. Continuing Professional Development – Personal

- In conjunction with the CPD Coordinator and Head Teacher, take responsibility for personal professional development, keeping up to date with research and developments in teaching and changes in the School Curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified through performance management interviews.
- Implement the use of new technologies that enhance teaching and learning.
- Update Child Protection training every three years.
- Maintain a professional portfolio of evidence to support the Performance Management/teaching and learning review process – evaluating and improving own practice.

General Tasks

- Set a prompt and structured start to the morning and afternoon sessions.
- Ensure that the classroom is left tidy at the end of each day.
- Participate in and deliver class assemblies.
- Attend the relevant assemblies as requested by the Head Teacher.
- Organise class participation in school events.

Administration

- Mark the register fully and accurately. Unexplained absences or patterns of absence/lateness should be reported in accordance with the School's policy on Attendance.
- Distribute information to parents as directed by the headteacher.

Excellence without compromise