



JOB DESCRIPTION

POST TITLE	CLASS TEACHER
SALARY SCALE	MPS/UPS

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Overall purpose of the job

Ensure that pupils become confident and successful learners.

To provide a stimulating education which develops and celebrates all our pupil's abilities.

Be responsible for the education and welfare of the children in your class, working collaboratively with other teachers and teaching assistants with whom you work.

Carry out the professional duties of a teacher plus any other duties that can be reasonably asked under the direction of the Head Teacher.

Teaching Duties

- a. To ensure delivery of a broad, balanced and creative curriculum that follows school, local and national policies.
- b. To adhere to the school's philosophy in the planning, teaching and evaluation of learning.
- c. To manage the organisation of your classroom and the time allotted to each of the curriculum areas as set out by the National Curriculum.
- d. To have particular regard to the individual needs of each child in your care and offer the appropriate support.
- e. To maintain appropriate records in line with school policies.
- f. To work as part of a team, contributing to staff meetings, curriculum team meetings and phase planning meetings.
- g. To communicate with parents/visitors/teaching assistants/supply teachers to give guidance on work to be undertaken.
- h. To manage a safe environment within which a child can learn.
- i. To seek appropriate in-service training.
- j. To prepare records of and reports on the personal and social needs of the pupils in your care.



- k. To alert subject leaders of needs and problems which arise, and to contribute to school policy developments.

Leadership and Management Responsibilities

- a. To assist the Headteacher in the establishment and maintenance of good relationships through sound communication and consultation procedures with the whole school community.
- b. To be involved with and/or have responsibility for co-ordinating at least one area of the curriculum in the school. **(Not applicable to NQTs)**
- c. To assist the Headteacher in monitoring the delivery of the curriculum and standards of attainment across the national curriculum.
- d. To take an active part in performance management according to the procedures identified our school policy.
- e. To share with the Headteacher the responsibility for the maintenance of the agreed standards of conduct and behaviour in the school for both children and adults.

Subject Leader Responsibilities (Not applicable to NQTs)

- a. To support and disseminate the most effective teaching approaches in your subject area or area of responsibility
- b. To analyse and interpret relevant school, local and national data and advise the Headteacher on the level of resources required to maximise achievement
- c. To organise resources to ensure that staff are aware of the availability, location and correct and safe use of resources.
- d. To carry out an audit to identify areas for expenditure. Purchase new equipment to support the planning and delivery of the curriculum.
- e. Monitor standards and pupil progress through lesson observations, sampling and moderation.
- f. To attend co-ordinator meetings to keep up-to-date with recent developments.
- g. To seek appropriate personal in-service training to develop an understanding/subject knowledge of the curriculum.
- h. Liaise with Inspectors and Advisory staff with a view to discussing professional development and curriculum input.
- i. Lead in-service training to develop subject knowledge and understanding.



Person Specification Class Teacher

The Person Specification is a picture of the skills, knowledge and experiences needed to carry out the job. It will be used in the shortlisting and interview process for this post.

Requirements	Essential	Desirable
Qualifications and career development	<ul style="list-style-type: none"> • Qualified teacher status • Evidence of recent professional development • Sound knowledge of the development of children's learning including those with SEN 	<ul style="list-style-type: none"> • A sound understanding of theories of second language development
Experience	<ul style="list-style-type: none"> • Proven to have high standards of classroom management and expectations of achievement for all pupils including those with SEN • Knowledge of commonly used and more innovative resources used to support learning in designated phase • Working with children for whom English is an additional language 	<ul style="list-style-type: none"> • Taught in a more than one setting • Experience of more than one phase • Experience of planning in teams
Personal Qualities	<ul style="list-style-type: none"> • Aims for excellence • Vision and enthusiasm • A sense of humour • Warmth and openness in relationships • Ability to relate to children in and out of the classroom • Is able to motivate and inspire others • Sensitive to the needs of staff and children and ability to provide support where necessary • Resilience and ability to handle conflict • Open minded and creative 	<ul style="list-style-type: none"> • Interests outside school
Leadership and management (not all applicable for NQTs)	<ul style="list-style-type: none"> • High Expectations of pupil achievement • Knowledge of current legislation and developments in education • Ability to use ICT as a curriculum tool • Effective communication skills both in writing and speech • Can motivate and encourage participation • Ability to evaluate standards achieved and set realistic targets for improvement • Successfully introduce and use strategies to improve pupil attainment • Ability to motivate pupils of differing abilities • Can plan for and direct support staff 	<ul style="list-style-type: none"> • Adaptable / Innovative • Open to change and fresh ideas
Curriculum	<ul style="list-style-type: none"> • Proven ability in curriculum planning • Sound knowledge of approaches to assessment • Understanding of SEN Code of Practice • Ability to differentiate not simplify the curriculum • Understanding of how to assess pupils language/learning needs, identification of pupil targets and support strategies 	<ul style="list-style-type: none"> • Experience of extra-curricular activities • Knowledge and understanding of tracking and evaluating pupil progress
Relationships	<ul style="list-style-type: none"> • Strong personal presence • To have experience of commitment to home school links and the value of warm, welcoming ethos for children and adults alike. • Actively encourage the involvement of parents • Ability to encourage effective links with colleagues in other schools and the Academy Trust 	<ul style="list-style-type: none"> • Experience of working with other professionals • To be able to compliment the skill set held by existing staff.