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St Mary's

Church of England

Primary School

CLASS TEACHER JOB DESCRIPTION 2021

JOB TITLE: Primary Class Teacher

SCALE: Main Pay Range

Within the framework of National legislation, including the School Teachers Pay and Condition Document and the Diocese of St Albans policies and guidelines

- To support and develop the general aims and ethos of the school as a Church of England school
- To have responsibility for a class of primary aged pupils across the whole ability range
- To ensure pupils' safety at all times
- To work as part of a team

Knowledge and Understanding

- To have a clear understanding of the full range of the Key Stage 1 and Key Stage 2 National Curriculum subjects, RE, PSHE and the Early Years Foundation Stage as appropriate
- To understand how pupils' learning is affected by their physical, intellectual, emotional and social development

Planning, Teaching and Class Management

- To plan teaching to achieve progression in pupils' learning through:
 - Identifying clear learning 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 the whole class, individual and group work, including homework, which challenges pupils and ensures high levels of pupil interest
 - Setting appropriate and demanding 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, are very able, are not yet fluent in English or are underachieving and giving positive and targeted support in co-operation the appropriate support staff



- Provide clear structures for lessons and for sequences of lessons in the short, medium and longer term, which maintain pace, motivation and challenge for pupils
- Make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- Plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development
- To plan, implement and evaluate a broad and balanced curriculum for a class
- 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
- Monitor and intervene when teaching to ensure sound learning and discipline
- Establish and maintain a purposeful working atmosphere
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Establish a safe environment which supports learning and in which pupils feel secure and confident
- Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged
- Be familiar with the Code of Practice on the identification and assessment of special educational needs and as part of the responsibilities under the Code, implement and keep records on individual education plans
- Ensure that pupils acquire and consolidate knowledge, skills and understanding in all subjects
- Evaluate own teaching critically and use this to improve effectiveness

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- Mark and monitor pupils' assigned activities, class work and homework, providing constructive oral and written feedback and enabling the pupils to respond to the feedback
- Set targets for pupils' progress
- Assess and record each pupils' progress, in line with the school assessment and recording policy, including focused observations, questioning, testing and marking and use these records to:
 - Check that pupils have understood and completed the work set
 - Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning
 - Inform planning
 - Check that pupils continue to make demonstrable progress in their acquisition of knowledge, skill and understanding of the subject
- Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- To follow the school's procedures when meeting with and reporting to parents / carers
- To understand the expected demands of pupils in relation to each learning goal and strand and relevant National Curriculum (NC) expectations
- Understand how national, local, comparative and school data (including NC test data) can be used to set clear targets for pupils' achievement
- Use different kinds of assessment appropriately for different purposes, including NC and other standardised tests where relevant
- Account to the senior leadership team for the progress and standards in the class

Management of Information and People

- Check the staff room whiteboard daily and act on any new information
- Ensure that accidents and behavioural incidents are properly reported and recorded (including racist and homophobic incidents)
- Ensure any safeguarding concerns are communicated promptly to the school Designated Safeguarding Officer
- Demonstrate an awareness of the school's policies
- Ensure that the Headteacher is kept informed of significant positive and negative issues related to the class and individual children
- Communicate with parents of pupils in the class in order to discuss children's work or any other matters that arise
- Document such information for the school records where appropriate
- Read and respond to communication (from parents colleagues, etc.), as necessary, in a timely fashion

Personal effectiveness

- Participate in arrangements for appraisal
- To take responsibility for own professional development
- To play a constructive part in staff meetings, INSET and any other school training sessions
- Evaluate and review one's own teaching style having regard for current recognised good practice and the whole school approach which supports children's learning at all times
- Set high standards of punctuality. Be on time for the teaching sessions and be in class to greet the pupils at the start of each session
- Understand professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- To recognise that learning takes place inside and outside the school context and to liaise effectively with parents/carers and with agencies with responsibility for pupils' education and welfare
- Keep abreast of latest developments regarding general teaching techniques and within a specified area of responsibility as appropriate

Whole school commitment

- Take responsibility for coordinating an agreed subject or area (except for NQTs)
- Demonstrate a commitment to the full life of the school and work with all other members of staff to ensure the success of whole school initiatives, assemblies, displays, open evenings and other activities as they occur in the school year
- Undertake, with all other members of staff, general responsibilities concerned with the day to day running of the school
- Be supportive of the school's extra-curricular activities
- Take an active part in the school's involvement with the wider community
- Ensure the children's safety

Other Professional Requirements

- To be an excellent role model
- To value the efforts of every child
- To provide a rich and stimulating environment
- To keep a well organised and tidy classroom, which enables children to be self-reliant and independent
- To encourage the children to be polite, caring members of the school and the community
- To encourage the children to strive for excellence in work and behaviour
- To celebrate children's achievement

- To be committed to raising achievement
- To organise productions for the parents/carers
- To organise assemblies for the key stages as needed
- To cooperate with the school's agreed policy for staff absence
- To be aware of the role and purpose of the school Governing Body
- To fulfil any special duties/responsibilities which may be reasonably requested by the Headteacher

Class teacher person specification 2021

FACTOR	ESSENTIAL	DESIRABLE	ASCERTAINED BY
QUALIFICATIONS	<ul style="list-style-type: none"> Degree level qualification Qualified Teacher Status 		<ul style="list-style-type: none"> Application Form Documentary Evidence
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> Have a clear understanding of the National Curriculum and its application; A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range; Ability to develop a creative curriculum; Motivate and inspire pupils; An understanding of team work. 	<ul style="list-style-type: none"> Understanding of the value of developing a partnership between home, school and parish Understanding of the value links between partner schools 	<ul style="list-style-type: none"> References Interview
COMMUNICATION	<ul style="list-style-type: none"> Ability to communicate effectively in a verbal and written form to a range of audiences. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Application Form Interview
SKILLS AND APTITUDES	<ul style="list-style-type: none"> Ability to teach a wide range of subjects across the primary age range; Ability to use effectively a variety of teaching and; organisational styles and resources including ICT; A willingness to work throughout the Primary School; Ability to develop and maintain good professional relationships and contribute positively to curriculum development; Ability to set and sustain high standards for pupils; Ability to deal sensitively with people and resolve conflicts; Ability to work with and deploy staff and resources effectively. 	<ul style="list-style-type: none"> The ability to contribute to a specific curriculum area or areas. Understanding of how the learning environment supports high standards 	<ul style="list-style-type: none"> Application Form References Interview Specific qualifications or experience
DISPOSITION	<ul style="list-style-type: none"> Commitment to raising the levels of achievement of children of all abilities; Ability to work as part of a team; Well-organised and able to manage own time efficiently; Commitment to the personal welfare and safeguarding of all pupils; Commitment to providing the very best for pupils. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Application Form References Interview
PERSONAL QUALITIES	<ul style="list-style-type: none"> Be a communicant member of the Church of England or of any Christian church belonging to Churches Together in Britain and Ireland or the Evangelical Alliance, and/or be wholly supportive of the ethos of a Church of England Primary School; To promote and model a commitment to the school's Christian values. An active commitment to the spiritual development of children; Passionate about learning and teaching; Displays warmth, care and sensitivity in dealing with children; Open minded and adaptable to changing circumstances and new ideas; Ability to enthuse and reflect upon experience; Willingness to be involved in the wider life of the school; Ability to prioritise; Resilience and a willingness to learn. 	<ul style="list-style-type: none"> An understanding of the principles and beliefs which are at the heart of a Church of England Primary School; Bringing personal skills and abilities , interest and enthusiasm to the school community 	<ul style="list-style-type: none"> Application Form References Interview
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> An Enhanced Disclosure and Barring clearance is essential Good health and attendance record. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Documentary Evidence

