



## JOB DESCRIPTION

<b>POST TITLE</b>	Class Teacher
<b>SALARY</b>	Class Teacher Pay Scale
<b>LINE MANAGER</b>	Designated Member of the Senior Leadership Team

### General Description of Post

All post-holders are to ensure the school's vision, ethos and aims are embedded in the day-to-day and long-term running of the school. Each post-holder must share and deliver the school's professional principles and values:

- Commitment to carrying out duties to a high level, modelling high professional standards.
- Take responsibility for your work, encourage and accept feedback from your colleagues and your line manager and respond to or adapt to change as required.
- Demonstrate collegiality and commitment to our shared endeavour by maintaining professional relationships with all staff in line with the Staff Relationship Guidelines and Dignity at Work Policy.
- Continuously reflect on and evaluate your own practice, engage proactively in professional development activities, set personal targets and take responsibility for own personal development.
- This school promotes collaborative professional development. This includes lesson study and other action research opportunities, learning hubs, open classrooms and joint practice development with colleagues within our school and across other schools. You are expected to engage positively in these opportunities to develop your subject knowledge, pedagogy and practice.
- Take an active part in the performance management process with your line manager, sharing your successes as well as your challenges.
- Appreciate, respect and support the role of other professionals.
- Have a work ethic that includes a commitment to excellent attendance, punctuality and professional presentation.
- Support the aims of the school improvement plan.
- Demonstrate honesty, respect, tolerance, patience and forgiveness.

We place great importance on maintaining a secure, safe and pleasant school environment to:

- ensure our pupils are safe, happy and able to learn
- enable staff to carry out their duties successfully
- exemplify our high standards and expectations
- support the wellbeing of everyone who comes here to learn and work
- promote our school positively within our community

All members of staff are expected to contribute positively to this.

## Purpose of this Post

To carry out the professional duties of a class teacher as defined in this Class Teacher Job Description, taking account of the Teachers' Standards (Department for Education) and the current School Teachers' Pay and Conditions document.

In addition certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the class teacher to ensure that his/her professional duties are discharged effectively.

This job description sets out the duties to be undertaken to the satisfaction of the headteacher and the governing body by the class teacher. The duties set out below relate to the overall requirements and related expectations of a class teacher.

## Duties and Responsibilities

### 1 Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### 2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

### 3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

### 4 Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching

- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

### **5 Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate teaching approaches to engage and support them.

### **6 Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8 Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

## **Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Professional Development

All staff are required to participate positively in professional development opportunities. This school acknowledges that all staff need access to high quality professional development to enable them to continue to meet the needs of our pupils and the challenges of their role. It is expected that staff will engage positively with professional development and apply new learning in line with school policies, procedures and performance expectations.

At this school, action research lesson study is an integral part of professional development provision. Teachers are expected to engage with the lesson study process to develop their pedagogy and practice.

## Other Responsibilities

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the headteacher to undertake work of a similar level that is not specified in this job description.

The duties and responsibilities of a post may vary from time to time according to the changing needs of the school. This job description may be amended at any time following discussion between the headteacher and the member of staff, and will be reviewed annually.

The Governing Body is committed to safeguarding and promoting the welfare of all students and expects all staff to share the same commitment. Any offer of employment will be subject to receipt of a satisfactory enhanced CRB disclosure. All appointed staff are expected to comply with all safeguarding requirements and have due regard for safeguarding and promoting the welfare of children. Staff are required to follow the school's child protection procedures and put into practice all training, guidance and legislation.

All staff have a responsibility and duty to follow health and safety procedures put in place by the school. All staff are required to:

- Take reasonable care of their own health and safety and that of others who may be affected by what they do at work.
- Co-operate with school leaders and governors on health and safety matters.
- Do their work in accordance with training and instructions.

- Inform the premises staff, school business manager or a member of the leadership team of any work situation representing a serious and immediate danger, so that remedial action can be taken.

All staff in school have a common law duty when in charge of pupils to take the same care of them as they would as a parent.

I have read and understood the requirements of this job description and I am clear about the duties I am required to undertake for this post.

**Signed:** .....

Post Holder

**Date:** .....

**Signed:** .....

Headteacher

**Date:** .....

## CLASS TEACHER - PERSON SPECIFICATION

Qualifications or Training	Essential	Desirable
<b>Throughout all aspects of our recruitment and vetting procedures rigorous checks will be undertaken to ensure the suitability of candidates to work with children. This will include checking of identification, qualifications, references, DBS, Childcare Disqualification and Work Health Assessment checks.</b>		
A relevant degree	✓	
QTS <b>or</b> eligible to teach under the DfE legislation of April 2012 (conversion of qualifications to QTS) for teachers from Australia, New Zealand, Canada and United States of America.	✓	
Other qualifications / CPD specific to primary school teaching		✓
Experience		
A minimum of 1 year's successful teaching of children, with a clear understanding of the teaching provision required in an inner city multi-cultural primary school	✓	
Successful experience of teaching in an inner city multi-cultural primary school for a minimum of 3 years		✓
Experience of teaching in more than one Key Stage (EYFS, KS1, KS2)		✓
Proven record of effective subject leadership		✓
Successful experience of working with children with special educational needs, EAL and Disadvantaged Pupils	✓	
Experience of teaching phonics	✓	
Knowledge and Understanding of		
Theory and practice of providing effectively for the needs of all children	✓	
Thorough understanding of safeguarding children	✓	
Statutory National Curriculum requirements at the appropriate key stage	✓	
The monitoring, assessment, recording and reporting of pupils' progress	✓	
Statutory requirements concerning Equal Opportunities, Health & Safety, SEND, Safeguarding Children	✓	
The social and emotional aspects of learning including developing emotional literacy and how this can help behaviour management	✓	
Effective teaching and learning strategies	✓	
Clarity of thinking on what constitutes high quality learning, and effective curriculum provision	✓	

<b>Skills and Abilities</b>		
Evidence of consistently good teaching practice	✓	
Evidence of consistently outstanding teaching practice		✓
Promote the school's aims positively and proactively work to achieve these	✓	
To have excellent interpersonal skills, promote collegiate collaboration and be able to maintain positive relationships with adults, working effectively as a team member	✓	
An ability to be a role model of professionalism, having high expectations of self and others	✓	
Be able to establish and further develop close relationships with parents, governors and the community	✓	
Be able to communicate effectively (both orally and in writing) to a variety of audiences	✓	
Be able to create a happy, challenging and effective learning environment	✓	
Manage behaviour effectively and maintain positive and professional relationships with children	✓	
Competent use of ICT	✓	
Ability to follow agreed school policies and procedures	✓	
Ability to be evaluative and accept advice	✓	
Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback		✓
Ability to ensure confidentiality and to wholly support agreed strategic and management decisions	✓	
<b>Personal Qualities and Attributes</b>		
Upholding and modelling our school values	✓	
Well-organised	✓	
Adaptability to changing circumstances and new ideas	✓	
Self-awareness and responsibility for the impact of your behaviour on others	✓	
Able to remain professional, calm and focused under pressure		✓
Ability to develop and maintain good working relationships	✓	
<b>Commitment</b>		
Commitment to raising standards, demonstrating ambition for the school	✓	
Commitment to implementing the school's Equal Opportunities Policy demonstrating a fair, unbiased and equitable approach to all situations	✓	

Commitment to being a reflective and evaluative teacher and to proactively engaging in professional development opportunities provided	✓	
Commitment to be fully involved the life of the school community with an emphasis on putting the children first	✓	
Have a positive attitude and enthusiasm for all aspects of school life	✓	