

Job Description – Class Teacher (All Phases inc EYFS)

The responsibilities and professional duties of the post are performed in accordance with the provision of the most recent version of the Teachers' Standards.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as a teacher up to date and continually self evaluate. Teachers build positive professional relationships, they work with parents, colleagues, governors and external agencies in the best interests of their pupils

Core Purpose of a Class Teacher

To ensure all pupils achieve high standards of learning and well being

1) Curriculum, Planning, Teaching and Class Management

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in curriculum areas, and promote the value of learning.
- 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.
- Demonstrate a clear understanding of the teaching of systematic synthetic phonics, reading and the teaching and application of basic skills.
- Demonstrate a clear understanding of the teaching of mathematics and the application of basic skills.

Plan and teach well-structured lessons

- Impart knowledge and develop skills and understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set and assess homework and plan other out-of-class and enrichment 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 review, design and provision of an engaging curriculum.

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.
- Make effective use of resources (including other adults) to impact on pupil learning and progress.
- 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 distinctive teaching approaches to engage and support them.

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
- Lead by example and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2) Monitoring Progress, Assessment, Recording and Reporting

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- 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.

Make accurate and productive use of assessment

- Undertake formative, summative and statutory assessments in line with the School's policy and assessment calendar.
- Make use of formative and summative assessment to plan for and secure pupils' progress.
- Use data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular and timely feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Prepare and present written and verbal reports for parents and carers.
- Report on progress to all stakeholders

3) Pastoral, Community Involvement and Working with the Governing Body

Manage behaviour and resources 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, around the school and when learning off-site, 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, in line with school policy.
- 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.
- Ensure the learning environment is kept well ordered, tidy and free from hazards.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Meadow Vale Primary School..
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff and other adults in a support role effectively.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues and external advisers.
- Work with other staff across the School.
- Lead an area or strand of school improvement (excl NQT).
- To maintain and develop the partnership with parents and carers by encouraging active involvement and co-operation in their child's education with regard to pupil achievement and well being.
- To develop and maintain positive and effective relationships, the local community and Governors.

4) Other Professional Requirements

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 the 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; and
 - 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 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; and within the policies, handbooks and guidelines of the school.

General

The post holder will:

- Be expected to actively support work and values of Meadow Vale Primary School;
- Be expected to undertake such additional duties as may reasonably be requested by the Headteacher or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Headteacher immediately.
- Comply with the requirements of all policies and procedures of the school.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all requirements related to equal opportunities and safeguarding children.
- 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 a manager to undertake work of a similar level that is not specified in this job description.

Person Specification – Classteacher (Lower & Upper Phases)

Qualifications

- Qualified Teacher Status (E)
- Evidence of Continuing Professional Development (E)
- Safeguarding Level 1 (D) or a willingness to undertake (E)

Experience

- Teaching experience in a key stage within the primary phase, including EYFS where appropriate. (E)
- As a proven outstanding classroom practitioner with experience of raising standards for all groups of pupils with high expectations of self, other staff and pupils (E)
- Sound knowledge and understanding of the National Curriculum (E)
- Working in partnership with parents. (E)
- Teaching experience across the whole primary range. (D)
- A sound understanding of recent developments in education practice assessment, appraisal and OFSTED inspections (E)
- Analysis and tracking of data, setting challenging targets for improvement to raise attainment and achievement (E)
- Curriculum development, monitoring and assessment (E)
- Working closely and in partnership with staff and Governors in the development of the school's ethos, values and objectives (D)
- An understanding of the barriers to learning and the ability to implement strategies to ensure all groups of pupils achieve their potential (E)

Skills and Qualities

- Be committed, approachable and personable (E)
- Promote the school's aims positively and use effective strategies to monitor motivation and morale (E)
- The ability to communicate effectively, taking into account the views of others, including effective oral and written communication and excellent presentation skills (E)
- Develop good working relationships within a team, with parents, governors and the community. (E)
- Create a happy, challenging and effective learning environment. (E)
- Ability to offer extra-curricular activities (D)
- Demonstrate a commitment to the performance management process (E)
- Be Enthusiastic, organised and resilient (E)

Professional Knowledge and Understanding

- Understanding of the theory and practice of providing effectively for individual needs of all children (e.g classroom organisation and learning strategies). (E)
- Statutory National Curriculum requirements at the appropriate key stage. (E)
- The monitoring, assessment, recording and reporting of pupils' progress. (E)
- The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection. (E)
- The positive links necessary within school and with all its stakeholders. (E)
- Effective teaching and learning styles. (E)

E – Essential

D – Desirable

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

The Governing Body, Local Authority and Headteacher working with children and young people have a responsibility for safeguarding and promoting their welfare. The successful candidate will be required to undergo an Enhanced Disclosure form the Disclosure and Barring Service (DBS).