



JOB TITLE: Class Teacher

ACCOUNTABLE TO: The Headteacher

MAIN PURPOSE:

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document. To carry out such duties to the appropriate standard detailed in the Professional Standards for Teachers.

Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties listed below.

MAIN RESPONSIBILITIES:

To be an excellent classroom practitioner, to be responsible for challenging and supporting children to ensure high standards of teaching and learning: to actively uphold the vision, ethos and core values of this school providing a good role model for our children: to follow the policies and practices of the school including effective team working with colleagues: to contribute to the wider school community including supporting an area of the curriculum and working towards the school's continuing development.

Main Accountabilities: -

- Inspire, motivate and challenge pupils through the provision of an inclusive, safe, stimulating, purposeful and well organised learning environment;
- Promote good attainment, progress and outcomes for all pupils through setting appropriate and engaging goals and learning challenges based on an awareness of their needs, capabilities, prior knowledge, and ability;
- Support the aims and objectives of our Christian School.
- Plan and prepare (co-operatively and independently) appropriate work and resources to achieve our complete and broad curriculum for all children;
- Teach well structured and differentiated lessons, adapting teaching to respond to the strengths and needs of all pupils and which promote a love of learning and develop children's intellectual curiosity;
- Make accurate and productive use of assessment, including observation, formative and summative assessment and the use of relevant data to monitor progress, set targets, and plan subsequent lessons, giving pupils regular, incisive feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of our children, forging good relationships with them while setting high expectations of behaviour that promotes self control and independence, managing children's behaviour effectively to ensure a good and safe learning environment;
- Direct and supervise support staff and deploy delegated resources to ensure a tangible impact on pupil progress and learning;
- Ensure the health and safety of children throughout the day, and promote the priorities within the school's Equality Plan to ensure we are an inclusive school;
- Work as a subject champion, demonstrating good subject and curriculum knowledge and promoting effective practice in the subject area;

- Liaise with and report to parents, carers and outside agencies to ensure effective communication and enhance pupil progress;
- Support the practices of the wider school community including participating in student training where appropriate;
- Contribute to the priorities identified in the School Improvement Plan and work towards its achievement;
- Demonstrate a commitment to evaluate, reflect on and improve own practice and subject specialism, using lesson observations to seek to ensure that all lessons are a minimum of good, taking responsibility for identifying and meeting own CPD needs, participating in arrangements for appraisal and review of your own performance.

Competencies

- Managing pupils including challenge and support,
- Team working including commitment and flexibility,
- Information seeking including skills of observation and reflection,
- Creating trust including skills of communication, respect and empathy,
- Developing the potential of children.

Review Arrangements:

This job description does not replace or supplant the School Teacher Pay and Conditions Document. It is subject to re-negotiation at the instigation of the teacher or Headteacher and is not exclusive of the full range of professional duties.

Teachers Standards 2012

PART ONE: TEACHING

As a teacher you must:

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

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

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

- having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings
- demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship
- demonstrating an understanding of and taking 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

- imparting knowledge and developing understanding through effective use of lesson time
- promoting a love of learning and children's intellectual curiosity
- setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflecting systematically on the effectiveness of lessons and approaches to teaching
- contributing 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

- knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrating 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
- having 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.

6 Make accurate and productive use of assessment

- knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- making use of formative and summative assessment to secure pupils' progress
- using relevant data to monitor progress, set targets, and plan subsequent lessons
- giving 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

- having 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
- having high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.

8 Fulfil wider professional responsibilities

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

PART TWO: 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.

1. 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.

2. 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.

3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.