

**JOB DESCRIPTION**

**Post Title:** Class Teacher +TLR 2B

**Grade:** Main Scale – M1 to UPS3

**Responsible to** : Headteacher or in absence Deputy Headteacher

**Class teacher**

*The key responsibilities of the post are:*

* To carry out the professional duties of a teacher as set out in the School Teachers’ Pay and Conditions Document
* Take responsibility for a class of children as directed by the Headteacher.
* Direct and deploy other staff or volunteers as required.
* Take responsibility for a curriculum area/s as required.
* Carry out other duties or responsibilities as required by the Headteacher or Senior Leadership Team, which contribute to the smooth running of the class, and our school as a whole.

*The generic duties of the post are based on the Teachers’ Standards:*

**The post holder must:**

**1 Set high expectations which inspire, motivate and challenge**

* 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 distinctive 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.

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| **UPS1**  Demonstrate Performance Threshold Standards as set out in the School Teachers’ Pay and Conditions Document related to : knowledge and understanding, teaching and assessment, pupil progress, wider professional effectiveness and professional characteristics.  Teachers on UP will make a substantial and sustained contribution to the school.  **UPS2**  Teachers on U2 will continue to meet the Threshold Standards    **UPS3**  Teachers on Upper Pay Spine 3 will play a critical role in the life of the school. They will provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They will take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils’ learning. |

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| **TLR POST TITLE** | **Mathematics Leader** |
| **TLR LEVEL** | **2b** |

# **STATUS OF THE POST**

The postholder is accountable to the Headteacher or Deputy Headteacher in absence of the Headteacher.

**Areas of Responsibility**

**Maths Leader**

* Formulate, in conjunction with the Head Teacher and staff, written aims and objectives and policy guidelines for Mathematics in line with current statutory documents and procedures.
* Provide the HT with an action plan in the summer term for the following academic year outlining planned actions and timescales based on data from previous year which will form part of the School Development Plan.
* Provide the HT with contribution to the SEF on a termly basis.
* Provide the HT with Impact of Maths Leader summary of end of each term.
* Attend Leadership meetings and be a direct link between HT and staff.
* Assist colleagues in implementing the Maths policy by providing support and advice.
* Improve standards of teaching and the quality of learning within Mathematics and by assisting the Head Teacher in monitoring and evaluating provision through lesson observations, work scrutiny, planning, learning walks and pupil interviews.
* Have responsibility for overseeing the development of Mathematics and curriculum and thereafter, to initiate review, evaluation and implementation
* Plan, organise and provide booster classes for year 6
* Lead and support staff in Mathematics and particularly those new to the school.
* Awareness of developments in the subject area, attend appropriate INSET and keep abreast of teaching methodology and approaches.
* Ensure training needs are addressed both through courses and staff development meetings accessing all current information from the DLG
* Deliver termly staff meetings
* Liaise with colleagues with regard to specific requirements for Mathematics a assessment and recording procedures.
* Liaise with phase leaders in order to evaluate the strengths and areas for development throughout the whole school
* Manage Maths budget and order requisition following review of resources
* Liaise with the Headteacher in ordering materials and equipment
* Team Leader for Teacher Appraisal

**Assessment Leader**

* To lead on Assessment within the school
* Analyse maths data across the school and provide the HT with analysis of data following every submission of data three times a year.
* To analyse internal and external data about the school
* To support staff with data across the school
* To provide the HT with whole school analysis of maths data and data for groups
* Order Assessment materials for internal use and manage the SATS Arrangements

**Additional Curriculum Responsibility : Transition between KS2 and KS3**

* Liaise with KS2 transition leader
* Ensure paperwork complete for transition to secondary schools

**Common Duties and Responsibilities**

**Professional Practice**

To ensure that professional practice in the school is carried out to the highest standards and developed in line with the school’s stated objectives of continual improvement in quality of its service to internal and external customers.

**Health and Safety**

To ensure that the Health and Safety policy and procedures are understood, implemented and monitored.

**Appraisal**

All members of staff will receive appraisals and it is the responsibility of each member of staff to follow guidance on the appraisal process.

**Equality and Diversity**

To ensure our commitment is put into practice we have an equality policy which includes responsibility for all staff to eliminate unfair and unlawful discrimination, advance equality of opportunity for all and foster good relations.

**Confidentiality**

All members of staff are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All members of staff must be aware that they have explicit responsibility for the confidentiality and security of information received and imported in the course of work and using school information assets.

**Safer Recruitment**

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Code of Conduct**

All staff are required to adhere to the Burnopfield Staff Handbook and the school Code of Conduct Policy.

**All staff are responsible for the safeguarding of children. All staff must read and follow the guidance in ‘Keeping children safe in education’**

**The progress of the above to be reviewed at regular intervals by the Head Teacher and Deputy Headteacher**

Perform in accordance with any directions which may reasonably be given by the Head Teacher from time to time, such duties as may reasonably be assigned.

Signed

Teacher ……………………………………………………

Head Teacher ……………………………………………………