



Fellside Community Primary School

Job Description: Class Teacher (Main Scale M1-M6)

Responsible to: Head Teacher, Deputy Head Teacher, Phase Leader

Job Purpose: To carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document (STPCD)

Professional Duties

In line with the current Pay and Conditions agreement and Teachers' Standards, it is the responsibility of the post holder to carry out the following professional duties:

Fulfil the role of Class Teacher.

This will include:

- To work consistently to uphold the school's mission statement
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders
- To work with pupils in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures and ensure that, pupils' safety and well-being is never compromised
- To be polite, co-operative and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures
- To work with visitors in such a way that it enhances the reputation of the school
- To seek to improve the quality of the school's overall service
- To present oneself in a professional way that is consistent with the values and expectations of the school.

Specific Responsibilities

Teaching

Relationships with children, setting high expectations and motivating learners

Set high expectations which inspire, motivate and challenge pupils

- maintain a safe and stimulating learning environment for pupils, rooted in mutual respect which can be used as a model for colleagues
- set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Pupil progress

Achieve good progress and outcomes by pupils

- ensure pupils make at least the expected rate of progress
- be accountable for pupils' attainment and outcomes and know when and how to intervene most effectively
- plan teaching to build on pupils' capabilities and prior knowledge which can be used as exemplar planning documentation
- 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.

Subject and curriculum knowledge and pedagogy

Demonstrate excellent subject and curriculum knowledge

- have an extensive knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects, and address misunderstandings
- demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship
- promote high standards of literacy, articulacy and the correct use of standard English and model this practice for other colleagues
- demonstrate a clear understanding of systematic synthetic phonics and model this practice for other colleagues
- demonstrate a thorough understanding of appropriate teaching strategies for mathematics and model this practice for other colleagues.

Effective classroom practice

Plan and teach well-structured lessons which are observed by other colleagues as models of consistently good and frequently outstanding practice

- ensure all teaching is *at least* good
- impart knowledge and develop detailed understanding through highly 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 and share these with other colleagues
- contribute creatively to the design and provision of an engaging curriculum.

Diversity and special needs: meeting the needs of all pupils

Adapt teaching effectively to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, skilfully using strategies which enable all pupils to be taught effectively
- have a clear understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- possess an acute awareness of the physical, social and intellectual development of children, and know in detail how to adapt teaching to support pupils' education at different stages of development
- have a thorough 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.

Assessment for learning

Make accurate and productive use of assessment

- have an extensive knowledge and thorough understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- provide an exemplary model of how to use formative and summative assessment to secure pupils' progress
- analyse and use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.

Managing behaviour

Manage behaviour effectively to ensure a positive and safe learning environment

- maintain clear and consistent rules and routines for behaviour in classrooms, and take responsibility for promoting exemplary and courteous behaviour both in classrooms and around the school, in accordance with the school's discipline policy
- maintain high expectations of behaviour, and use the school's established 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.

The wider professional role of the teacher

Fulfil wider professional responsibilities

- make a positive and sustained contribution to the wider life and ethos of the school
- make a distinctive contribution to raising pupils' standards
- be proactive in developing effective professional relationships with colleagues to promote collaboration, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- work effectively as part of a team and demonstrate positive and professional behaviour during meetings
- contribute to the professional development of other colleagues, demonstrating effective practice and providing advice, guidance and feedback
- act as a mentor for newly qualified and trainee teachers
- communicate effectively with parents with regard to pupils' achievements and well-being.
- coordinate at least one curriculum subject across the school, evaluating the progress of pupils, monitoring the planning of colleagues, monitoring the outcomes of teaching for children, assisting staff to develop within your curriculum area, arranging regular training updates and maintaining a standards portfolio
- attending and participating in regular meetings (including key stage and staff meetings)
- participate in the administrative and organisational tasks related to professional duties outlined above where these tasks require the teacher's professional skills and judgement, including the direction or supervision of persons providing support for teachers in school
- demonstrate excellent practice with regard to your punctuality and attendance

Health and Safety

All employees are expected to be mindful of the health and safety of themselves and others. Within the school setting, this includes ensuring the safety and welfare of pupils by ensuring the environment is continually kept safe, visitors are signed in and out, and gates/doors are secure.

Planning, Preparation and Assessment Time (PPA)

10% of teaching time is designated as PPA time, provided in blocks of not less than half an hour. This is to be used by teachers to contribute to the planning and preparation of lessons and associated resources, as well as the assessment, recording and reporting on the development, attainment and progress of pupils.

This job description sets out the duties of this post at the time it was drawn up. The post-holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.