**Job Title: Class/Group Teacher**

**Grade: Teachers Pay Scale + SEN Allowance**

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| Working under an agreed system of supervision/management |

**Accountable to: Headteacher**

**Accountable for: (to be negotiated with successful applicant)**

**Purpose of Role:**

##### To plan, prepare and deliver learning activities for whole classes or groups whilst monitoring pupils and assessing, recording and reporting on pupils’ achievement, progress and development in all subjects taught.

* To be responsible for the management of all staff within the classroom including the allocation and monitoring of work.
* To ensure the needs of all pupils are met and any barriers to learning overcome.
* To carry out such duties as may be reasonably directed by the Head Teacher from those described in the current “School Teachers Pay and Conditions Document”.

**Main Duties**

The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

**Planning and setting Expectations/Pupil Achievement:**

* Plan for and set challenging teaching and learning objectives which are relevant to all pupils in the class/group, using knowledge of the pupils and evidence of pupils’ past achievement and progress;
* Use these teaching and learning objectives to plan lessons and sequences of lessons, showing how pupils’ learning will be assessed;
* Take account of the special educational needs of all pupils ensuring they can all make progress;
* Compile individual plans to address specific behavioural difficulties as and when necessary;
* Set individual targets in co-operation with the pupils wherever possible;
* Select and prepare resources and plan for their safe and effective organisation, taking account of the special educational needs of all pupils;
* Plan for the effective teamwork of all staff within the classroom, using individual staff’s skills, knowledge and relationship with the pupils to maximum effect;
* Plan for opportunities for pupils to learn in out-of-school contexts where appropriate, e.g. visits to museums, theatres etc. and out of school work placements, with the help of other staff, following guidance in the Out of School Visits Policy document.

**Assessment and Evaluation**

* + Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils’ progress towards planned learning objectives and use this information to improve planning and teaching;
  + Constantly monitor and assess during teaching, giving immediate and constructive feedback to support pupils as they learn;
  + Involve pupils in reflecting on and evaluating their own performance wherever possible;
  + Record pupils’ progress systematically to provide evidence of their work, progress and attainment over time;
  + Use records to report on pupil attainment and progress both orally and in writing for parents, carers, other professionals and pupils.

**Teaching and Managing Pupil Learning**

* Establish a purposeful learning environment where diversity is valued and pupils feel secure and confident;
* Have high expectations of pupils and build successful relationships;
* Be able to teach a broad and balanced curriculum competently, understanding that a one size fits all approach is not always appropriate and that we have to be flexible and adaptable in how and what we teach.
* To have a clear understanding of child pedagogy, knowing what the next steps of learning are for a child.
* To be able to set meaningful targets for learners, considering a child’s learning journey and the skills they need to develop in order to leave school being as independent and self-sufficient as possible.
* To be confident talking about the students within your class and how you are able to meet individual need.
* Differentiate teaching to address the needs of all pupils;
* Organise and manage teaching and learning time effectively;
* Set high expectations for pupils’ behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils’ behaviour constructively, and promote self-control and independence.
* Use ICT effectively in teaching;
* Recognise and respond to equal opportunities’ issues as they arise in the classroom, including challenging stereotyped views, bullying and harassment, following relevant policies and procedures;
* Evaluate own teaching critically and use this to improve effectiveness.

**Managing and Developing Staff and Other Adults**

* Organise and manage the classroom and resources safely and effectively with the help of Teaching Assistants;
* Work collaboratively with specialist teachers and other colleagues;
* Manage the work of teaching assistants and other adults to enhance pupils’ learning.

**Support for the School**

* Comply with and assist with the development of policies and procedures;
* Contribute to the overall ethos/work/aims of the school;
* Establish constructive relationships and communicate with other agencies/professionals in a professional manner;
* Develop appropriate multi-agency approaches to supporting pupils;
* Recognise own strengths and areas of specialist expertise and use these to advise and support others;
* Attend and participate in regular meetings and staff training, as directed by the Headteacher.
* Ensure Team-Teach and the Thrive approach are used consistently across the school.