



## **Job Description**

### **Class Teacher (Main Scale M1-M6)**

#### **Responsible to: Headteacher and Line Manager**

This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay & Conditions Document. It is subject to amendment, within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with your conditions of employment, and after consultation with yourself.

#### **Main Duties and Responsibilities as a teacher**

##### **To fulfil the role of Class Teacher, which will include:**

- working consistently to uphold the school's aims and vision
- following all school policies
- working in a co-operative and polite manner with all stakeholders
- working with pupils in a courteous, positive, caring and responsible manner
- following the child protection and safeguarding procedures and ensuring that pupils' safety and well-being is never compromised
- taking an active and positive role in the school's commitment to the development of staff, and their annual review procedures
- working with visitors in such a way that it enhances the reputation of the school
- seeking to improve the quality of the school's overall service
- presenting oneself in a professional way that is consistent with the values and expectations of the school

#### **Specific Responsibilities**

##### **Teaching and Learning**

To inspire, motivate and challenge pupils by:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- maintaining a safe and stimulating learning environment for pupils, rooted in mutual respect which can be used as a model for colleagues
- setting targets that stretch and challenge pupils of all backgrounds, abilities and dispositions and ensure high levels of interest and motivation
- demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils
- developing effective relationships with children, setting high expectations and motivating learners

### **Pupil progress**

To achieve good progress and outcomes by pupils, by:

- ensuring pupils make at least the expected rate of progress
- being accountable for pupils' attainment and outcomes and knowing when and how to intervene most effectively
- planning teaching to build on pupils' capabilities and prior knowledge which can be used as exemplar planning documentation
- guiding pupils to reflect on the progress they have made and their emerging needs
- demonstrating knowledge and understanding of how pupils learn and how it impacts on teaching
- encouraging pupils to take a responsible and conscientious attitude to their own work.

### **Subject and curriculum knowledge and pedagogy**

To demonstrate excellent subject and curriculum knowledge by:

- having an extensive knowledge of the relevant subjects and curriculum areas, fostering and maintaining pupils' interest in the subjects, and addressing misunderstandings
- demonstrating a critical understanding of developments in the subjects and curriculum areas, and promoting the value of scholarship
- promoting high standards of literacy, articulacy and the correct use of standard English, and modelling this practice for other colleagues
- demonstrating a clear understanding of systematic synthetic phonics and modelling this practice for other colleagues

### **Effective classroom practice**

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

- using effective questioning, listening carefully to pupils, giving attention to errors and misconceptions
- demonstrating effective use of a range of resources including IT and other technology
- ensuring all teaching is *at least* good
- imparting knowledge and developing detailed 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 and sharing these with other colleagues
- contributing creatively to the design and provision of an engaging curriculum

### **Diversity and special needs: meeting the needs of all pupils**

To adapt teaching effectively to respond to the strengths and needs of all pupils by:

- knowing when and how to differentiate appropriately, skillfully using strategies which enable all pupils to be taught effectively
- having a clear understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- possessing an acute awareness of the physical, social and intellectual development of children, knowing how to adapt teaching to support pupils' education at different stages of development
- having a thorough understanding of the needs of all pupils, including those with special educational needs, high ability, English as an additional language or disabilities. Being able to use and evaluate distinctive teaching approaches to engage and support them

### **Assessment for learning**

To make accurate and productive use of assessment by:

- having an extensive knowledge and thorough understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- providing an exemplary model of how to use formative and summative assessment to secure pupils' progress
- monitoring pupils' work and set targets for progress
- analysing and using data to monitor progress, setting targets, and planning subsequent lessons
- giving pupils regular feedback, both orally and through accurate and frequent marking, and encouraging pupils to respond to the feedback

### **Managing behaviour**

To manage behaviour effectively to ensure a positive and safe learning environment by:

- maintaining clear and consistent rules and routines for behaviour in classrooms, and taking responsibility for promoting exemplary and courteous behaviour both in classrooms and around the school, in accordance with the school's discipline policy
- maintaining 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
- 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

### **The wider professional role of the teacher**

To fulfil wider professional responsibilities by:

- having a working knowledge of teachers' professional duties and legal liabilities
- making a positive and sustained contribution to the wider life and ethos of the school
- liaising effectively with parents, governors and the wider school community
- making a distinctive contribution to raising pupils' standards
- being proactive in developing effective professional relationships with colleagues to promote collaboration, knowing how and when to draw on advice and specialist support
- deploying support staff effectively
- working effectively as part of a team and demonstrating positive, professional behaviour during meetings
- contributing to the professional development of other colleagues, demonstrating effective practice and providing advice, guidance and feedback
- communicating effectively with parents regarding pupils' achievements and well-being.
- attending and participating in regular meetings (including key stage and staff meetings)
- participating 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
- demonstrating excellent practice regarding your punctuality and attendance

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.

This job description may be amended at any time following discussion between the Headteacher and member of staff.