**Walworth School**

**JOB DESCRIPTION**

**CLASS TEACHER**

**KS1 / Lower KS 2**

**Scale: M2 – UPS Salary plus 1 SEN Allowance**

**Job Title:** Teacher

**Responsible to:** Head Teacher

**Core Purpose**

Teachers make the emotional security and education of their pupils their first concern, and are accountable for achieving the highest possible standards in academic, social and emotional development. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents / carers in the best interests of their pupils.

**Teaching and Learning**

* Set high expectations, which inspire, motivate and challenge pupils
* 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 behaviours, which are expected of pupils

**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 / learning.

**Demonstrate good subject and curriculum knowledge**

* Demonstrate a secure knowledge of the relevant primary 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
* Demonstrate a clear understanding of systematic synthetic phonics and early mathematical skill development connected with appropriate pedagogical teaching strategies

**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
* 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 primary subject areas

**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, those with identified SEND and specifically those with Social Emotional Mental Health (SEMH) needs and be able to use and evaluate distinctive teaching approaches to engage and support them.

**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

**Create relationships with pupils that support a secure and safe learning environment**

* Have clear expectations and take responsibility for promoting positive relational and supporting behaviour for learning both in classrooms and around the school, in accordance with the school’s relational / supporting behaviour policy
* Have positive expectations of behaviour, based on a curiosity about what underpins the presenting behaviour and use this understanding to develop effective strategies to involve and motivate them

**Fulfil wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the school. In our school leading activities is part of our support designed to develop social skills and young people connecting positively with others
* Develop effective professional relationships with colleagues; knowing how and when to draw on advice and specialist support deploy classroom learning support assistants effectively
* Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* Communicate effectively with parents / carers with regard to pupils’ achievements and well-being

Teachers must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.