



Job Description Class teacher

Responsible to: Executive Headteacher and Head of School

Job Purpose

- To seek to ensure that pupils attain the highest possible standards in all aspects of school life.
- To ensure a school approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupil's learning.
- To deliver exciting, well thought out teaching sessions.
- To be responsible for pupils' safety and welfare.

Professional Duties

In line with the current pay and conditions agreement, it is the responsibility of the post holder to carry out the following professional duties:

Fulfil the role of Class Teacher. This will include:

- Demonstrating a working understanding and knowledge of the purpose, scope, structure, balance and content of the Early Years Curriculum, National Curriculum and RE, as applied in the primary school.
- Demonstrating an understanding of how pupils' learning is affected by their physical, intellectual, emotional and social behaviour.
- Demonstrating an understanding of the holistic approach to learning and well as having a secure teaching philosophy to support developing practice.
- Planning teaching to achieve progression in pupils' attainment through the identification of clear learning objectives, teaching strategies and assessment opportunities.
- Ensuring effective teaching of whole class, groups and individuals, so that teaching objectives are met, best use is made of available teaching time and resources, high standard of positive behaviour is maintained, and a purposeful, challenging and safe working environment is established.

- Assessing, analysing, recording and reporting on the progress of pupils to ensure that each individual learns effectively in line with school Assessment Policy.
- Demonstrating familiarity with the SEN, on the identification and assessment of special needs, and planning and implementing individual and group programmes of support.
- Vision for inclusion is at the heart of your practice
- Understanding the need to take responsibility for personal professional development and keeping up to date with research and development in pedagogy and in the subject areas taught.
- Understanding professional responsibility in relation to all school policies and procedures.
- Establishing effective working relationships with professional colleagues.
- Supporting trainee teachers during their placements.
- Understanding and demonstrating accountability for pupil progress and welfare to parents, professional colleagues, including governors, the LA and OfSTED.
- Participating in staff and curriculum meetings as well as engagement in seeking out relevant CPD.
- Participating, as required, in arrangements for preparing pupils for end of Key Stage SATs and non-statutory testing.
- Participating in performance management.

Responsibilities

- a) To work consistently to uphold the school's mission statement
- b) To follow all school policies
- c) To work in a co-operative and polite manner with all stakeholders
- d) To work with pupils in a courteous, positive, caring and responsible manner at all times
- e) To follow the child protection procedures and ensure that, pupils' safety and well-being is never compromised
- f) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures
- g) To work with visitors in such a way that it enhances the reputation of the school
- h) To present oneself in a professional way that is consistent with the values and expectations of the school.

Relationships with children, setting high expectations and motivating learners

1. Set high expectations which inspire, motivate and challenge pupils

- a) establish a safe and stimulating learning environment for pupils, rooted in mutual respect
- b) set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Pupil progress

2. Promote good progress and outcomes by pupils

- a) ensure pupils make the expected rate or better of progress
- b) be accountable for pupils' attainment, progress and outcomes
- c) plan teaching to build on pupils' capabilities and prior knowledge
- d) guide pupils to reflect on the progress they have made and their emerging needs
- e) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- f) encourage pupils to take a responsible and conscientious attitude to their own work.

Subject and curriculum knowledge and pedagogy

3. Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship
- c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- d) demonstrate a clear understanding of systematic synthetic phonics
- e) demonstrate a clear understanding of appropriate teaching strategies for mathematics.

Effective classroom practice

4. Plan and teach well-structured lessons

- a) ensure all teaching is at least good
- b) impart knowledge and develop understanding through effective use of lesson time
- c) promote a love of learning and children's intellectual curiosity
- d) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- e) reflect systematically on the effectiveness of lessons and approaches to teaching
- f) contribute to the design and provision of an engaging, active learning curriculum.

Diversity and special needs: meeting the needs of all pupils

5. Adapt teaching to respond to the strengths and needs of all pupils

- a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c) 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
- d) 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.

Assessment for learning

6. Make accurate and productive use of assessment

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.

Managing behaviour

7. Manage behaviour effectively to ensure a good and safe learning environment

- a) 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 positive relationship policy
- b) have high expectations of behaviour, and use the school's established framework for positive behaviour with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

The wider professional role of the teacher

8. Fulfil wider professional responsibilities

- a) make a positive contribution to the wider life and ethos of the school
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues

- e) communicate effectively with parents with regard to pupils' achievements and well-being.

Review of Performance

Performance management reviews will focus on the post holder's responsibilities and professional development linked to the school improvement priorities. There is recognition that however good we are at our work, we should embrace the notion of 'continuous improvement'.

Any other duties deemed reasonable, as directed by the Executive Headteacher

This job description may be reviewed at the end of the academic year (or earlier if necessary) and can be amended after consultation with the post holder. September 2027