



## **Rosewood Primary School**

### **Class Teacher Job Description**

The following information is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in school/service. However, the following points should be noted:

1.The post-holder is required to carry out the duties of a school teacher as set out in paragraph 33 to 36 (inclusive) of the School Teachers Pay and Conditions Document and such particular duties which form part of sub-paragraphs (6), (11) and (12) of paragraph 35 of the Document as the Head teacher may reasonably direct from time to time.

2.The details set out below describe the main duties and responsibilities relating to the post; however a document such as this does not permit every item to be specified in detail, nor does it direct the particular amount of time to be spent on carrying them out, and no part of it can be so construed. In allocating time to the performance of duties and responsibilities the post-holder must use Directed Time in accordance with the school's published Time Budget Policy and have regard to clause 36 (1)(f) of a Teachers Conditions of Employment.

#### **Principal Responsibilities**

- To fulfil the professional standards appropriate to the relevant career stage.
- To teach children within the primary school age range either in the role of a class teacher or as a support teacher as may be directed by the Head.
- To work within the curriculum policies and guidelines of the school.
- To be responsible to the Head teacher through the school management structure.

#### **Knowledge and understanding:**

- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements and guidance.
- Have a secure knowledge and understanding of their specialist subject(s)
- Cope securely with questions which pupils raise and know about pupils' common misconceptions and mistakes.

#### **Planning and setting expectations:**

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).

**Teaching and managing pupil learning:**

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time, ensuring good progress.
- Use teaching methods which keep pupils engaged and take account of differing learning styles, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

**Assessment and evaluation:**

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.

**Relations with parents and wider community:**

- Know how to prepare and present informative reports to parents and other outside agencies.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real situations, providing pupils with first hand experiences and educational visits.
- Understand the need to liaise with agencies responsible for pupils' welfare.

**Managing own performance and development:**

- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in teaching and learning
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

**Managing and developing staff and other adults:**

- Establish effective working relationships with professional colleagues including management/supervision of support staff.

**Managing resources:**

- Select and make good use ICT and other learning resources which enable teaching objectives to be met.
- To order and distribute teaching resources



### **Additional Responsibilities**

- To co-ordinate and manage an additional area of responsibility throughout the school or key stage.
- To contribute to a school working policy.
- To support other colleagues in their teaching of the area of responsibility.
- To lead Inset for groups of staff or the whole staff as directed by the Head teacher.
- To contribute to the School Improvement Plan as required by the Head teacher and to prepare information for the Governing Body.

### ***Please Note***

(a) The provisions of paragraph 36(1)(a) and 36(1)(b) of the Document regarding working days and working hours respectively, will be the subject of separate statements issued by the LA and/or Head teacher as appropriate.

(b) This job description is subject to amendment in line with the provision of the document. Reviews will normally take place at the end of an academic year or earlier where necessary; and following consultation with yourself.

(c) Should there be a disagreement under either paragraph (a) or (b) above then you have a right to appeal under paragraph 6, Grievance Procedures of the Personnel Manual 'General Scheme of Conditions of Service for Schoolteachers'