

The successful candidate will be required to carry out the duties of a school teacher as set out in the Conditions of Employment for Teachers which are listed in the current School Teachers Pay and Conditions Document.

In consultation with the headteacher, the class teacher will:

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

- establish a purposeful and stimulating environment for pupils, rooted in mutual respect, in which diversity is valued and where pupils feel secure and confident
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and follow the staff Code of Conduct at all times

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and consider how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in all subjects, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas
- 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 an understanding of and take responsibility for leading and developing designated curriculum subject areas
- demonstrate a clear understanding of a range of effective teaching strategies

4. Plan and teach well-structured lessons

- Teach clearly-structured lessons and sequences of work, which interest and motivate pupils and in which:
 - pupils' learning needs and abilities are taken into account
 - learning objectives and success criteria are made clear to pupils and revisited during lessons
 - interactive teaching and learning methods and collaborative group work are used
 - active and independent learning is promoted to enable pupils to think for themselves and to plan and manage their own learning.
- Set challenging teaching and learning objectives which are relevant to and based on knowledge of pupils and take account of:

- their learning needs and abilities
- evidence of their past and current achievement
- the expected standards for pupils of the relevant age range
- the range and content of work relevant to that phase
- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate 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.

5. 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, 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.

6. 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.

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

- 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 behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and to develop self-control and independence
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- to assist in, and be supportive of, the maintenance of fair discipline and good order throughout the school at all times.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.
- contribute to the development of parental and community involvement in the life and work of the school
- provide enjoyable opportunities that enrich pupils experiences
- be committed to safeguarding and promoting the welfare of children

9. Additional areas of responsibility for the SENDCo role:

- Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND
- Ensure that the school carries out its statutory responsibilities regarding all students with a Statement of Special Educational Needs
- Support all staff in understanding the needs of SEND pupils
- Monitor progress towards targets for pupils with SEND
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Co-ordinate all Annual Reviews and reviews of Individual Education Plans where appropriate and attend when necessary
- Exercise a key role in assisting the headteacher and governors with the strategic development of SEND policy / provision