

JOB DESCRIPTION

Post: Class Teacher

School: Kingsfold Primary School

Pay Range: Teacher Scale (M1-UPS3)

The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document.

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the headteacher.

Part One: Areas of Responsibility and Key Tasks

A: PLANNING, TEACHING, ASSESSMENT AND CLASS MANAGEMENT:

Teach allocated pupils by planning their teaching to achieve progression of learning through:

1. Setting 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 behaviour which are expected of pupils.

2. 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 and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant 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

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. 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
- set homework and 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 relevant subject area(s)

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 next step 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
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

B: SUBJECT LEADER RESPONSIBILITIES:

Core purpose of the Subject Leader

To provide professional leadership and management for a subject(s) in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all learners across EYFS, KS1 and KS2.

TEACHING, LEARNING AND STANDARDS

- To provide leadership for a subject(s) .
- To evaluate the effectiveness of teaching and learning for a subject(s) and progress towards meeting agreed targets across the school relentlessly focusing on the improving of teaching and learning.
- To secure, in collaboration with the SLT, high standards of teaching and learning for a subject(s).
- To monitor and arrange support if needed for groups of pupils, e.g. PP, SEND, etc.

LEADERSHIP AND CO-ORDINATION

- To assume the role of 'subject' consultant for colleagues.
- To demonstrate, by practical example if appropriate, effective ways of organising the teaching within the given subject(s).
- To inform relevant stakeholders if/when required regarding current trends and practice in the given subject(s).
- To assist the Headteacher in ensuring the highest possible standards and quality of learning in the given subject(s).

SUPPORTING, GUIDING AND MOTIVATING

- To inspire and motivate through passionate commitment to the given subject(s) and having excellent subject knowledge.
- To champion the given subject(s) ensuring high expectations in terms of visibility in and around school exemplifying achievement and attainment.
- To share good practice, up to date resources and research with all staff.
- To take an active lead in relevant school-based INSET.
- To take on responsibility for informing colleagues of appropriate INSET activities.

POLICY AND DIRECTION

- To communicate a clear vision for the given subject(s) across the school linked to the School Improvement Plan.
- To keep abreast of developments in the given subject(s).
- To lead colleagues in formulation, review and evaluation of policy, in consultation with the Headteacher and the SLT.

- To ensure that policy reflects current national and local initiatives.
- To carry out an annual review of the given subject(s) following guidance issued.
- To maintain an accurate Subject Leader's file.

RESOURCING

- To identify needs and to resource the subject within the limits of given budget.
- To be responsible for checking, storing and ensuring appropriate use of related resources.

C: OTHER PROFESSIONAL REQUIREMENTS:

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.
- To lead a subject area

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach 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.

You are expected to carry out all duties, as reasonably requested, by the Head teacher.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. Please note that any appointment is subject to any re-checks through the Disclosure and Barring Service that the school deems to be appropriate.

Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work. Subject to a pre-employment occupational health assessment.