



## Class Teacher from September 2020

### PURPOSE OF POST

1. To be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all.
2. To be responsible and accountable for achieving the highest possible standards in work and conduct.
3. To treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
4. To work proactively and effectively in collaboration and partnership with learners, parents and carers, governors, other staff and external agencies in the best interests of pupils.
5. To act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.
6. To take responsibility for promoting and safeguarding the welfare of children and young people within the School.
7. To uphold the Christian ethos the school.

### Reporting To Headteacher

### RESPONSIBILITIES

All teachers are required to carry out the duties of a School Teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the School.

### *Teaching and Learning*

1. To teach the curriculum as relevant to the age and ability of the pupils you are responsible for.
2. To be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
3. To be accountable for the attainment, progress and outcomes of the pupils you teach.
4. To ensure a clear understanding of the needs, capabilities and prior knowledge of all pupils, including those with special educational needs and disabilities; gifted and talented; EAL; pupil premium; and be able to plan teaching differentiation appropriately, use and evaluate distinctive teaching approaches and behaviour management to engage and support them demonstrating knowledge and understanding of how pupils best learn.
5. Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
6. If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
7. To plan and coordinate class assemblies in line with school policy.
8. To maintain a thorough and up-to-date knowledge of the curriculum and the wider curriculum developments which are relevant to the teacher's work.
9. To ensure that the learning environment is organised, attractive and stimulating.



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### *Marking, assessment and reporting*

1. Use an appropriate range of observation, assessment, monitoring and recording strategies in line with school policies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
2. Make accurate and productive use of assessment and relevant data to monitor progress, set targets, and plan subsequent lessons securing pupils' progress.
3. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
4. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
5. Participate in arrangements for examinations and assessments in line with school policy.
6. To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of pupils' progress according to school policy.
7. To complete accurate reports on pupils' progress for parents and communicate with parents of pupils about their progress as appropriate according to school policy and the school calendar.

### *Supervisory responsibility*

1. The teacher will be responsible for the management of teaching assistants and other adults working with their class.

### *Behaviour and Safety*

1. Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
2. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
4. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
5. Have high expectations of behaviour, promoting self-control and independence of all learners.
6. Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document.
7. Be responsible for promoting and safeguarding the welfare and discipline of children and young people within the school and report any concerns following school protocol/procedures. Any issues of Child Protection must be reported immediately to the Headteacher and staff should never promise absolute confidentiality.
8. To comply with Health and Safety policy and undertake risk assessments as appropriate.

### *Team working and collaboration*

1. Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.



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3. Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
4. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
5. Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document
6. To conduct a termly / annual review with each individual student according to school policy
7. To help collate and act on any information passed on which concerns students within the class.
8. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.
9. To fulfil supervision duties in school in line with school policy.
10. To contribute to school activities and enrichment for students.

### *Wider Professional Responsibilities*

1. Work collaboratively with others to develop effective professional relationships.
2. Deploy support staff effectively as appropriate.
3. Communicate effectively with parents and carers with regard to pupils' achievements and wellbeing using school systems and processes as appropriate and encourage good and positive relationships with parents, guardians and carers.
4. Make a positive contribution to the wider life and ethos of the school.
5. Communicate and cooperate with relevant external bodies.

### *Administration*

1. Register the attendance of and supervise learners, before, during or after school sessions as appropriate
2. Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

### *Professional Development*

1. To participate professionally in the school's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the school.
4. To make an active contribution to the policies and aspirations of the school.
5. To undertake any other duty as specified by STPCB not mentioned.

### *General*

1. To have professional regard for the ethos, policies and practices of the School and maintain high standards in your own attendance and punctuality
2. To support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.
3. Perform any reasonable duties as requested by the Headteacher from time to time up to, or on a level consistent with, the principal responsibilities of the job.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**



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Teacher	How identified (A/L/I/LO/R)
Essential	
<b>Educational Qualifications</b>	
Qualified teacher status	A
Degree	A
<b>Experience</b>	
Relevant experience of working with children in a primary school setting	A/L
<b>Professional Knowledge and Skills</b>	
Sound understanding of a broad based primary National Curriculum	L/I/R/LO
Ability to plan, implement, monitor, record and evaluate children's learning effectively in accordance with school policies and the requirement of the National Curriculum	L/I/R/LO
Ability to use a range of assessment for learning strategies	L/I/R/LO
Ability to utilise appropriate strategies for managing children's behaviour in order to maximise their learning.	L/I/R/LO
Ability to set up and maintain an attractive and purposeful learning environment which is relevant to the children's needs and challenges their potential	L/I/R
Good interpersonal skills, the ability to empathise with young people and build positive relationships with students, parents and colleagues	L/I/R
The ability to communicate relevant information effectively to other staff members, parents, governors and other agencies and liaise effectively	L/I/R
A good understanding of inclusion issues including EAL, SEN, G & T, gender issues etc	L/I/R/LO
Excellent ICT skills to support learning, teaching, assessment and organisation	L/I/R
Knowledge of the new Code of Practice for Special Educational Needs for teaching and learning	L/I/R
Able to support actively the Christian ethos of the school	L/I/R
Willingness to contribute to enrichment and extension activities	L/I/R
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	L/I/LO/R
Ability and enthusiasm to take on a specific responsibility (after the NQT period) and share curriculum expertise	L/I/R
<b>Personal Qualities</b>	
Excellent self-organisational skills	L/I/R
Professional reliability re attendance, punctuality and deadlines	L/I/R
Willingness to participate in learning opportunities after school when appropriate	L/I/R
A commitment to personal professional development and supporting the development of a professional learning community within the school and Academy Trust	L/I/R



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Understanding of and a commitment to the school's Equality Policies and the ability to promote and implement these in the classroom	L/I/R
Displays commitment to the protection and safeguarding of children and young people	L/I
<i>L – Letter, I – Interview, LO – Lesson Observation, R - Reference</i>	

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview