

CLASS TEACHER - JOB DESCRIPTION

Main Responsibilities

- To carry out all the professional duties of a teacher as set out in the current School Teachers' Pay and Conditions Document.
- To continue to meet the required Standards for Qualified Teacher status
- To teach pupils in the age range 3 – 11 and take responsibility for a Key Stage 1 or 2 class as directed by the head teacher having due regard to the requirements of the National Curriculum and LA and school policies

RESPONSIBILITIES AS A CLASS TEACHER

Knowledge and Understanding

- Have knowledge of and keep up to date with the National Curriculum.
- Be familiar with and carry out all agreed school policies as an effective team member.
- Be familiar with the Code of Practice and identification, assessment and support of children with special educational needs.
- Act at all times in accordance with national, local and school Health and Safety and Child Protection Policies and guidelines.
- Support the aims and the ethos of the school by setting high standards and by using encouragement and praise.
- Actively promote the school's Policies for Equal Opportunities, Inclusion, Racial Equality and Disability Discrimination.

Teaching and Learning

- Be an effective and professional class teacher by demonstrating good practice in:
 - i. planning for effective learning by using clear teaching objectives and activities appropriate to the subject matter and the children being taught
 - ii. providing clear structures for lessons, and for sequences of lessons, which ensure progression, pace and challenge
 - iii. assessing and recording children's progress systematically with reference to the school's agreed practice and use this to inform planning
 - iv. marking and monitoring work, providing constructive feedback and setting targets for future progress
 - v. using teaching methods which sustain the momentum of children's work and keep all children engaged maintaining a purposeful working atmosphere
 - vi. setting high expectations for children's behaviour, establishing and maintaining a good standard of discipline
 - vii. establishing a safe environment where respect and positive relationships flourish
 - viii. creating a stimulating and interesting classroom where curiosity, questioning and exploration are encouraged
 - ix. creating opportunities for co-operative working and for developing independence
 - x. make appropriate educational provision for children with SEN, Gifted and those learning EAL, with support from the SENCO
 - xi. providing regular differentiated homework linked to class work
 - xii. having regard to PSHE and Citizenship, the National Curriculum and the Agreed Syllabus for Religious Education and the school's policies and schemes of work.

- Implement and keep records of individual progress on learning or behaviour targets for pupils at the school action stage and above of the SEN Code of Practice
- Provide for the spiritual, moral, cultural, emotional and physical welfare of children in the school and especially in your class.
- Select and make use of ICT skills for classroom and management support.
- Be sensitive to issues relating to cultural considerations and equal opportunities and to ensure that appropriate action is taken to reduce and remove any inequalities that are identified
- To take responsibility for other adults in the classroom ensuring they are effectively used to support the children's learning
- Undertake any other reasonable and relevant duties in accordance with the changing needs of the school
- Work closely with colleagues to undertake medium and short term planning and the implementation of agreed Schemes of Work
- Ensure Health and Safety policies and practices including risk assessments, are implemented where appropriate

Other Professional Requirements

- Establish and maintain effective working relationships with colleagues.
- Communicate effectively with parents on the progress and welfare of their children as appropriate e.g. informal discussions, Parents' Evenings, report writing, SEN reviews etc.
- Attend and contribute to regular staff and planning meetings
- Foster good relationships between the school and the wider community
- Develop in a professional capacity by:
 - i. participating in Performance Management (not applicable to NQT)
 - ii. attending all school based and appropriate externally organised training courses
 - iii. consulting with and accepting support from colleagues
 - iv. taking responsibility for your own professional development
- Support the implementation of the School Improvement Plan
- Be willing to offer extra-curricular activities
- Liaise with the Monitoring Link Governors as necessary

Special Conditions of Service

- An enhanced CRB will be required
- Suitable references

Teacher Person Specification/Section Criteria

The governors would like to appoint highly motivated, enthusiastic and experienced teachers, who will work in close partnership with the Headteacher and the SLT, to meet the educational challenges of the future, and be willing and able to manage a curriculum area as required.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant experience	Teaching experience	Ability to offer extra-curricular activities in Key Stages 1 and 2
Education and training	Qualified primary teacher Evidence of relevant training	Recent relevant training
Knowledge and skills	<p>An understanding of current research into teaching and learning</p> <p>Knowledge of the National Curriculum and/or EYFS Framework</p> <p>Up to date and relevant skills and experience with technology</p> <p>High standards of behaviour</p> <p>Clear expectations regarding teaching and learning</p> <p>Good classroom management skills</p> <p>A creative and exciting learning environment</p> <p>Lessons planned to a high standard</p> <p>An understanding of formative and summative assessment.</p> <p>Inclusive practice which meets the needs of all learners</p> <p>A collegiate approach to working with stakeholders</p>	
Additional factors	<p>Ability to foster home/school communication</p> <p>Flexibility and ability to cope with change</p> <p>Excellent communication and interpersonal skills</p> <p>Willingness to take a full part in the life of the school.</p>	<p>Experience of developing links outside the school community</p> <p>Creative ideas and support for the development of the school</p>