



Miss Maddy Jones
Headteacher

Job Description

Title: Class Teacher

Name:

Salary: Teachers Main Scale

Grade: MPS + SEN

Responsible to: Assistant Headteacher Primary/Secondary

Accountable to: Headteacher

Purpose of the Job

- To take responsibility for a class group and the outcomes of all pupils.
- To demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- To act as subject co-ordinator within curriculum teams and to take responsibility for teaching and learning liaising with other subject leaders throughout the Federation.
- To co-ordinate the subject and policy in order to promote effective teaching and learning for all pupils.
- To safeguard pupils in accordance with statutory policy.
- To lead by example in respect of professional conduct and inter-personal relationships to ensure the well-being of pupils and staff.
- To ensure the development of the Federation enabling both schools to provide effective support to each other, developing the best possible provision leading to positive outcomes for all pupils.
- The duties attached here are to be undertaken in accordance with the provision of the current School Teachers' Pay and Conditions document.
- Teachers Standards apply to all teachers regardless of their career stage.

Reporting to:

1. Headteacher
- 2 Assistant Headteachers
3. Teaching, Learning & Curriculum Leads

Key tasks

1. To ensure best Outcomes for all Pupils
2. To deliver high quality Teaching, Learning and Assessment
3. To secure pupils Personal Development, Behaviour and Wellbeing
4. To develop effective class teams

Main duties and responsibilities (Accountabilities):

1. Sustain effective teaching to ensure the learning and progress of all pupils.
2. Model classroom practice and provide support and guidance to colleagues in selecting the most appropriate teaching and learning methods and resources for pupils.
3. Ensure delivery of a high quality curriculum characterised by good learning and teaching, enthusiastic involvement and a sense of purpose and enjoyment from staff and pupils
4. Ensure high quality performance of pupils from their starting points, evidenced by positive and improving progress data, within a positive climate for learning
5. Monitor and improve the quality of teaching leading to improved rates of pupil progress.
6. Develop an annual improvement and development action plan.
7. Ensure that there is high quality continuous professional development evidenced by effective staff induction, individual development appropriate to the needs of staff and the curriculum area
8. Provide high quality, creative cross curricular input within the whole school curriculum

9. Provide clear evidence of effective contributions to whole school improvement and development
10. Provide quality information and support to parents/carers to enhance pupils inclusive learning
11. Create and maintain a staff team at the leading edge of developments at local, regional and national level
12. Provide an outstanding personal and professional role model for all staff in line with the Teachers Standards.
13. To take part in self-evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self-evaluation purposes.
14. Be a reflective practitioner taking account of the school's strategic vision.

Scope for Impact:

- Improve the quality of teaching and learning for all pupils.
- Increase rates of pupil progress and raise pupils' achievements.
- Maintain Teacher Standards

School Plan Priorities for 2021-2022

Priority One: To continue to raise the quality of education that the school provides

- 1.1 Embed the school's vision and subject vision throughout the curriculum, so that the whole school community are working towards a shared and understood vision.
- 1.2 Develop teachers' subject knowledge and expertise within subject and specialist areas through continual professional development, including in phonics and reading.
- 1.3 Deliver wider curriculum opportunities, such as Artsmark and the KsENT Choir in order to ensure pupils experience a broad range of learning opportunities.
- 1.4 Introduce a new whole-school mathematics curriculum and ensure that staff have the expertise to enable pupils to know more and remember more.
- 1.5 Ensure that assessment of subjects and pupil's wider targets within EHCP and interventions, and the tools that enable that assessment, are used highly effectively to plan meaningful learning and support the progress that pupils make.

Priority Two: To continue to strengthen pupils' positive behaviours and attitudes towards themselves, others, learning and life

- 2.1 Provide a culture with opportunities for pupils to develop positive characteristics, such as self-advocacy and expression, and model the school values and British Values through a meaningful curriculum.
- 2.2 Ensure that Relationships Education (compulsory in all primary schools in England) and Relationships and Sex Education (compulsory in all secondary schools), as well as Health Education (compulsory in all state-funded schools) is implemented in a meaningful way for pupils and students to thrive.
- 2.3 To continue to explore strategies to raise pupil attendance, including liaison with multi-agency professionals to provide pupils and their families with specialist support'
- 2.4 To guide and empower staff to support pupils with their independence and self-regulation, so that pupils' learning and progress is good or better.

Priority Three: To further enable pupils to grow in their personal development so that they are increasingly self-reliant and able to impact on, and benefit from, the community in which they live

- 3.1 Enable pupils to be responsible citizens, by providing opportunities to take lead roles within the school environment e.g. prefects, primary prefects, playground buddies, online safety ambassadors, school council and learner committee board.
- 3.2 To develop stronger community and workplace links across the school to enhance pupils' learning opportunities and prepare them for life after school
- 3.3 Ensure pupils have access to high level careers education, including a life skills curriculum that expands from early years to post-16 so that they develop greater independence, possess transferrable skills, and are better prepared for life outside of school and the next stage of their lives.

Priority Four: For leaders and managers to ensure that the school's values cascade through the school's curriculum intent with staff that are enabled, empowered and expert in their responsibilities and work closely with other stakeholders of the school so that all pupils are successful.

- 4.1 Provide development and leadership opportunities for all staff teams and ensure staff receive training that will develop their expertise and subject knowledge in the areas for which they are responsible.
- 4.2 Review governance structure, while ensuring that governor skills and knowledge are used effectively across the Cedar Federation.
- 4.3 To continue to focus on staff wellbeing, workload and retention in order that staff facilitate positive pupil outcomes due to consistent high levels of expertise
- 4.4 To work alongside the Local Authority to support the authority's priorities for SEND pupils across Kent, including building capacity for PSCN in North Kent and participating fully with the STLS review.
- 4.5 To continue to work collaboratively with KsENT schools to enhance the lives of pupils with SEND across Kent.
- 4.6 To continue to closely monitor and review the school's budget and plan for sustainability for finance and resources.

Priority Five: Evaluating the quality of early years education in schools

- 5.1 Implement the statutory changes into the Early Years Curriculum, ensuring all staff working within Early Years and Key Stage One are confident and have secure knowledge and understanding to support children highly effectively.
- 5.2 Develop staff knowledge and practice in Early Years through effective professional training, while keeping up-to-date with developments e.g. research, courses at local and national level to enhance teaching and learning opportunities.

Priority Six: Evaluating sixth-form provision

- 6.1 To ensure that accreditations, assessment and moderation are well planned and delivered in a timely manner so that key stage four and five students achieve the highest standards within academic areas.
- 6.2 To better prepare young people for the transition to adulthood throughout post-16 and ensure their aspirations are fulfilled.
- 6.3 To continue to work with the Local Authority to review the suitability of provision for students with the most complex needs.

"Only the best for Ifield School"

Ifield School aims to provide an outstanding and supportive learning environment; one which allows everyone to realise their full potential, with high self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

The Job Description may be reviewed at the end of the Academic Year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

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| Signed: | Signed: |
| Headteacher: Miss Maddy Jones | Name: |
| Date: | Date: |