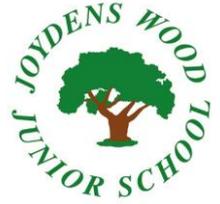


# Job Description – Teacher

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## Job Title:

Class Teacher

## Responsible to:

The Headteacher and the Governing Body of the school

## Responsible for:

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

## Purpose of the Job:

To teach a class, working constructively as a member of staff within the whole school team.

To promote the ethos and values of the school.

To plan, teach, monitor, assess and evaluate the education programme for the children taught.

To share in the corporate responsibility for the welfare, well-being and discipline of all pupils.

To lead, manage and monitor an area of the school, depending on experience and need.

## Scope for Impact:

To provide high quality education for all pupils, so they are able to attain and make the progress that is expected of them.

To provide excellent welfare support so all pupils feel safe, secure and happy at our school.

To support and be involved in the constant development of the school in all areas and aspects.

## Key duties and responsibilities:

### MAIN DUTIES AND RESPONSIBILITIES

- Demonstrate good subject and curriculum knowledge
- Demonstrate good subject knowledge in specialist areas
- Promote good progress and outcomes by pupils
- Set high expectations which inspire, motivate and challenge pupils
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all pupils
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities
- To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements
- To ensure that school policies are reflected in daily practice
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity
- Maintain confidentiality at all times
- Understand the importance of teaching values

- Recognises health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy

## **KNOWLEDGE AND UNDERSTANDING**

- Has a good knowledge & understanding of current educational theory and research that underpins practice
- Has a good and up-to-date knowledge of the teaching of specialist subject(s) where applicable
- Positively embraces & explores initiatives & projects to improve standards
- Uses ideas from research, other schools, literature, courses etc to extend & enrich learning
- Encourages & enthuses staff & pupils to explore new ideas & present stimulating activities for broad based learning
- Promotes subject(s) via displays/events
- Engages in ongoing professional development, action research or projects
- Implements strategies i.e. ICT, literacy, behaviour etc.

## **TEACHING AND ASSESSMENT**

- Imparts knowledge and develop understanding through effective use of lesson time
- Promotes a love of learning and children's intellectual curiosity
- Teaches in a creative, cross-curricular way wherever possible
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflects systematically on the effectiveness of lessons and approaches to teaching
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).
- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- Imparts knowledge and develop understanding through effective use of lesson time
- Promotes 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
- Reflects systematically on the effectiveness of lessons and approaches to teaching
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).
- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these

- Demonstrates 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
- Has 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.
- Knows and understands how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Makes use of formative and summative assessment to secure pupils' progress
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Has 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
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **PUPIL PROGRESS**

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.
- Is accountable for pupils' attainment, progress and outcomes
- Demonstrates awareness of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guides pupils to reflect on the progress they have made and their emerging needs
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

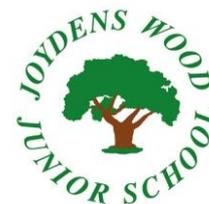
## **WIDER PROFESSIONAL EFFECTIVENESS**

- Makes a positive contribution to the wider life and ethos of the school
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploys support staff effectively
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicates effectively with parents with regard to pupils' achievements and well-being.

- Sets challenging personal targets/objectives, including those related to Continuous Professional development
- Actively seeks and undertakes new or difficult challenges, significantly contributing to a whole school ethos of improvement
- Uses inter-personal skills which facilitates effective working relationships with professional colleagues from a range of settings
- Uses the outcome of professional development to improve teaching & learning in the school
- Is aware of standards, expectations & initiatives (school, LEA, national)
- Encourages through example, an efficient school ethos of paced work load and working practices
- Develops new skills to improve teaching & learning and update knowledge
- Has thoroughly and successfully taken responsibility for and addressed targets from Threshold Assessment and Performance Management

## PROFESSIONAL CHARACTERISTICS

- Demonstrates consistently high standards of personal and professional conduct.
- Upholds 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
- Shows 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
- Ensures that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Has 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
- Has an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
- Strives to be a positive, resourceful member of the staff team, showing flexibility & adaptability
- Display a commitment to child protection and safeguarding. Report to the headteacher any behaviour by colleagues, parents and children which raises concern.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person



	CRITERIA
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• DfE recognised teaching qualification</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Good or better teaching performance in Key Stage 2 class</li> <li>• Working for school improvement</li> <li>• Planning with colleagues and being a good team member</li> <li>• Assessing children's achievements and progress in line with National expectations</li> <li>• Providing appropriately for the full range of abilities</li> </ul>
<b>PHILOSOPHY &amp; BEHAVIOURS</b>	<ul style="list-style-type: none"> <li>• Passionate about Primary education</li> <li>• A positive approach, encouraging pride in all aspects of school life</li> <li>• A commitment to learning about learning</li> <li>• A commitment to developing independence and creativity</li> <li>• A commitment to cross-curricular working</li> </ul>
<b>SKILLS AND ABILITIES (incl. Personal Skill)</b>	<ul style="list-style-type: none"> <li>• Ability to communicate with a variety of people</li> <li>• Positive attitude to change</li> <li>• Ability to work on own initiative and motivate others</li> <li>• Ability to form caring and positive relationships with children and adults</li> <li>• Good organisational skills and ability to prioritise tasks, set tasks and monitor effectiveness</li> <li>• Dedicated classroom practitioner</li> <li>• A good team player</li> <li>• Good sense of humour</li> </ul>
<b>KNOWLEDGE (incl. Teaching &amp; Learning)</b>	<ul style="list-style-type: none"> <li>• An understanding of how children learn</li> <li>• Broad curricular experience</li> <li>• Ability to use ICT throughout the curriculum</li> <li>• Experience of assessment for learning and assessing and analysing pupil progress</li> <li>• Demonstrate factors that contribute towards effective teaching and raising of standards</li> <li>• Willingness to reflect on own performance as a teacher</li> <li>• Ability to plan in a creative way in order to develop independence in learning and problem solving</li> <li>• Ability to lead in a curriculum area</li> </ul>

**OTHER  
REQUIREMENTS**

- Commitment to own professional development
- Commitment to effective practice within an inclusive environment
- Prepared to undertake training relevant to the post
- Ability to develop positive relationships with staff, parents and outside agencies
- Commitment to all aspects of equal opportunities in principle and in practice