

Job Description: Class Teacher

School: Sandwich Junior School

Salary Scale: MPS

Responsible to: Senior Leadership Team

Main Purpose:

1. To work with others to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for all learners in your care.
2. To monitor and support the overall progress and development of learners.
3. To facilitate and encourage learning experiences which provide learners with the opportunity to achieve their potential and to contribute to raising standards of their attainment.
4. To share and support the school's responsibility to provide and monitor opportunities for personal as well as academic growth.
5. To lead and manage the development of curriculum subjects as required.

Main Activities:

Teaching, Learning & Assessment.

1. To demonstrate the agreed 'ingredients for effective teaching, learning & assessment':
 - The **teachers' standards** are being met
 - Teachers use their planning time effectively to ensure that learning opportunities are **purposeful, engaging and enjoyable**. Work is planned around learning, not activities
 - Teachers and other staff have consistently **high expectations** of what each pupil can achieve, including most able, SEND and disadvantaged pupils ('Learning opportunities are maximised for all learners')
 - Teachers and other staff have a secure understanding of the age group they are working with and have relevant **subject knowledge** that is detailed and communicated well to pupils
 - **Assessment information** is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well ('Nobody is overlooked')
 - Work is **differentiated, demanding and challenging enough for all pupils**
 - The **contribution of teaching assistants** has a significant positive impact on children's progress
 - Children demonstrate the **characteristics of effective learning** and **positive learning behaviours**
 - **Well-being and involvement** in learning are high
 - **Progress** over time is very good (in books and assessment information)
 - **Achievement** is high (overall)
 - High **quality of work** and **presentation** in books
 - Across the Year Group, there must be **consistency** in expectation, standards, attainment and rates of progress.
2. Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum
3. Provide a role model for teaching and learning
4. Deploy all adults in the classroom purposefully to ensure maximum impact
5. To evaluate your teaching and use this analysis to identify effective practice for implementing a variety of teaching strategies and areas for your own professional improvement.
6. To maintain the school's high standards of behaviour, in accordance with the school procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
7. To share progress information regularly with parents and produce termly progress updates.

8. Work and liaise with other adults, including parents and external agencies, to ensure that the needs of all groups of learners are met.

Strategic Direction of the School.

1. To assist in the development and implementation of policies, practices and the curriculum schemes of work which reflect the schools' commitment to high achievement and effective teaching and learning.
2. To contribute to the school process of self-evaluation and improvement planning, contributing to the development of the School Improvement Plan each year.
3. To have regard for your own professional development
4. To work with Head Teacher, Deputy Head Teacher and Subject Leaders on issues of curriculum development, or on your personal development as identified through planned observation in line with the school's monitoring programme and performance appraisal policy.

Leading, managing and developing a subject - At The Discovery School, all teachers (except ECTs) will have subject leader responsibility.

1. To provide professional leadership and management for allocated curriculum area(s)
2. To facilitate, in collaboration with the Headteacher and senior colleagues, the teaching and learning in allocated curriculum area(s).
3. To assume the role of 'subject leader' for colleagues and to demonstrate, by practical example if appropriate, effective ways of organising the teaching within allocated curriculum area(s).
4. To inform parents/Governors if/when required regarding current thinking and practice in allocated curriculum area.
5. To provide INSET for colleagues as appropriate.
6. To keep abreast of developments in allocated curriculum area.
7. To review and evaluate policy, in consultation with the Headteacher and Deputy Headteacher, ensuring that policy reflects current national and local initiatives.
8. To continually review the effectiveness and impact of allocated curriculum area(s), impact planning for further improvement.
9. To identify needs and to resource, in consultation with colleagues.
10. To consult with the SENCo in regard to Special Educational Needs provision and differentiation within the subject.
11. To consult with the Inclusion Leader in regard to meeting the needs of other groups of vulnerable children.

Safeguarding

To follow the school's policy and procedure for Child Protection and Safeguarding, reporting any concerns immediately to the Designated Safeguarding Leads (DSL).

This job description may be amended at any time after discussion with you, but will be reviewed annually through the Performance Management Process.