



Hornchurch Academy Trust

Job description

Class teacher

Post title: Class teacher

Range: MPS / UPS

Status of the post

The teacher is a member of Trust staff appointed in the first instance to Shears Green Infant School. The appointment is in terms of teachers' pay and conditions.

The post is jointly line managed by the HOS or other leader as so delegated

Main purpose of the post

Description

- To discharge all duties in line with the standard terms of employment for teachers.
- To be responsible for a class of pupils within the HAT as required
- To follow all HAT policy, practice and procedures
- To plan and prepare activities that challenge and meet the needs of all pupils in terms of HAT, local and national guidance as required
- To deliver the national curriculum and RE in terms of HAT, local and national guidance as required
- To record evaluate and monitor the progress of the pupils
- To monitor the personal, social and emotional needs of the pupils and liaise with appropriate staff and agencies.
- To report any child protection issues to the relevant person
- Attend CPD, staff meetings and all activities designated as within directed time
- To take responsibility within the HAT as agreed with the line manager, HAT principals and HAT CEO
- To co-ordinate a subject area within the definition of an MPS role as designated by the HoS
- Other duties as designated by the line manager which fall within teacher's pay and conditions

Addition MPS responsibility¹

- To be responsible for developing provision of a designated subject area within the school under the guidance of senior leaders.
- To ensure subject guidance in school is up to date and aligns to school and Trust policy.
- To support the delivery of CPD in the designated subject area.
- Liaise with other Trust leaders and subject leaders to develop provision for the designated subject area

¹ MPS teachers support leaders in qualitative monitoring but do not hold accountability

- To monitor outcomes and data as specified in the Trust Monitoring Policy and report any concerns to school leaders
- To support school leaders in monitoring a designated subject as required
- To advise colleagues on school and Trust expectations and support the development of teacher knowledge.

(If appointed at UPS then responsibilities to be discussed in line with needs of the school and trust.)

Staff development

The post holder will be professionally accountable for the work of the following colleagues, acting as performance management team leader for:

Not applicable for this post.

Other duties

Other HAT development plan responsibilities as designated by line manager and the CEO

Appendix 1: Teaching standards

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote 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
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate 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
- have 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.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

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

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold 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
 - having 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
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have 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.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.