

East Farleigh Primary School

Vicarage Lane
East Farleigh
ME15 0LY



East Farleigh Primary School Job Description – KS1/KS2 Class Teacher

Post title:	Class Teacher
Salary and grade:	Main pay scale in line with the current School Teachers' Pay and Conditions Document
Line manager/s:	The Headteacher, members of the Senior Leadership Team and the Governors
Supervisory responsibility:	The post-holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- To take responsibility for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- To be responsible and accountable for achieving the highest possible standards in work and conduct
- To treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- To work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- To act within the statutory frameworks which set out the professional duties and responsibilities
- To take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- To deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- To take responsibility for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- To be accountable for the attainment, progress and outcomes of the pupils you teach
- To be aware of pupils' capabilities and their prior knowledge, and to plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- To have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and to be able to use and evaluate distinctive teaching approaches to engage and support them. Constant consideration of the Mainstream Core Standards within the classroom.

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- To demonstrate an understanding of and take responsibility for promoting high standards of literacy including exceptionally high levels of modelled oracy.
- If teaching early reading, to demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- To use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- To make accurate and productive use of assessment to secure pupils' progress especially effective use of formative assessment strategies
- To give pupils regular feedback, both orally and through accurate marking, and to encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- To use relevant data to monitor progress, set targets, and plan subsequent lessons
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- To participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- To establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect, and to establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with our behaviour policy.
- To manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- To maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- To be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- To have high expectations of behaviour, promoting the self-control and independence of all learners
- To take responsibility for promoting and safeguarding the wellbeing of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- To participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- To work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- To contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- To ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- To take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

Fulfil wider professional responsibilities

- To work collaboratively with others to develop effective professional relationships

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- To perform the role of subject leader/leader of learning, as delegated by the Headteacher
- To deploy support staff effectively as appropriate
- To communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- To communicate and co-operate with relevant external bodies
- To make a positive contribution to the wider life and ethos of the school

Professional development

- To regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- To take responsibility for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and to maintain high standards in your own attendance and punctuality
- To perform any reasonable duties as requested by the Headteacher