



The Flourish Federation

Infant school Class Teacher

Job Description

Job Description: **Class Teacher (Infant)**

Reports to: Headteacher
The post holder will be expected to liaise with staff across the organisation to ensure a consistency of approach regarding standards, support, transition and quality of provision.

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Purpose of the Job

- To carry out professional duties and to have responsibility for an assigned class.
- To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- To promote the aims and objectives of the school, its curriculum, and maintain its philosophy of education.

Job Responsibilities (as set out in the Teaching Standards)

Part One: Teaching

As a teacher you must:

1. Set high expectations which inspire, motivate and challenge pupils by
 - a. establishing a safe and stimulating environment for pupils, rooted in mutual respect;
 - b. setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
 - c. demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils by
 - a. being accountable for pupils' attainment, progress and outcomes;
 - b. being aware of pupils' capabilities and their prior knowledge, and planning teaching to build on these;
 - c. guiding pupils to reflect on the progress they have made and their emerging needs;
 - d. demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching;
 - e. encouraging pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge by
 - a. having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings;
 - b. demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship;
 - c. demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English;
 - d. demonstrating a clear understanding of systematic synthetic phonics;
 - e. demonstrating a clear understanding of appropriate teaching strategies
4. Plan and teach well-structured lessons by



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- a. imparting knowledge and developing understanding through effective use of lesson time;
 - b. promoting a love of learning and children's intellectual curiosity;
 - c. setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
 - d. reflecting systematically on the effectiveness of lessons and approaches to teaching
 - e. contributing 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 by
- a. knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
 - b. having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and knowing how best to overcome these;
 - c. demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development;
 - d. having 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 being able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment by
- a. knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
 - b. making use of formative and summative assessment to secure pupils' progress;
 - c. using relevant data to monitor progress, set targets, and plan subsequent lessons;
 - d. giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment by
- a. having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy;
 - b. having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
 - c. managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
 - d. maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
8. Fulfil wider professional responsibilities by
- a. making a positive contribution to the wider life and ethos of the school;
 - b. developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
 - c. deploying support staff effectively;
 - d. taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
 - e. communicating effectively with parents with regard to pupils' achievements and well-being.

Part Two: Personal and Professional Conduct

- You are expected to demonstrate consistently high standards of personal and professional conduct by



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- 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.
- You must have proper and professional regard for the ethos, policies and practices of the federation, and maintain high standards in your own attendance and punctuality.
 - You must have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

Additional Duties and Accountabilities

- The federation is committed to safeguarding and promoting the welfare of children and young people to the highest standard. We expect all staff to share this commitment and hold each other to account.
- There is an expectation that all teachers will take on the responsibility of 1 or 2 subjects due to the size of the school. While the assigned subject is open for discussion, it is also dependant on the roles already assigned across the school. These are open to review and change yearly.
- There is an expectation that all teaching staff will support at least 2 school events outside of the usual school hours across the academic year.

Other Duties and Responsibilities

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.