



# The Federation of Goodnestone and Nonington Church of England Primary Schools

## *Job Description for Class Teacher*



Teachers in the Federation of Goodnestone & Nonington CE Primary Schools support the schools' vision to be an "Inclusive learning community, rooted in God".

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Teachers will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

### **1. Duties and responsibilities**

#### **Teaching**

- Set high expectations which inspire, motivate and challenge all 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.
- Promote good progress and outcomes by all pupils
  - Be accountable for pupils' attainment, progress and outcomes.
  - Plan teaching to build on pupils' capabilities and prior knowledge.
  - 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.
- Demonstrate good subject and curriculum knowledge
  - Have a secure knowledge of all 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, articulacy and the correct use of Standard English, whatever the teacher's specialist.
  - If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
  - If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 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).
- 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 an evaluate distinctive teaching approaches to engage and support them.
- 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.
- 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 relationships policy.
  - Have high expectations of behaviour and establish a framework for positive behaviour management with a range of strategies, using praise, sanctions and rewards consistently and fairly.
  - Manage classes effectively, using approaches that 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.
- 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.
  - Communicate effectively with parents with regard to pupils' achievements and well-being.
  - Make a contribution to the school's extended opportunities through clubs.
  - Lead Collective Worship.
  - Ensure continuity and progression and development of pupil skills.

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure coordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- Lead on a subject(s) as agreed with the Senior Leadership Team

### **Health, safety and discipline**

- Promote the safety and wellbeing of pupils
- Promote the children's charter and relationships policy in order to manage children's behaviour effectively to ensure a positive, safe, inclusive and happy learning environment

### **Professional development**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate

### **Communication**

- Communicate effectively with pupils, parents and carers

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

### **Management of staff and resources – *Where applicable***

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

## **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

## **Other Duties**

These duties will include such functions as the Headteacher will reasonably request. Line Management The Postholder will be responsible to the Head Teacher. The duties outlined in this job description are in addition to those covered by the current Teachers' Pay and Conditions Document.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and experience</b>	<ul style="list-style-type: none"><li>• Qualified teacher status</li><li>• Degree</li><li>• Successful primary teaching experience</li></ul> <b>Desirable</b> <ul style="list-style-type: none"><li>• Experience of working with children with SEND</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>• Knowledge of the National Curriculum</li><li>• Knowledge of effective teaching and learning strategies</li><li>• A good understanding of how children learn</li><li>• Ability to adapt teaching to meet pupils' needs</li><li>• Ability to build effective working relationships with pupils</li><li>• Knowledge of guidance and requirements around safeguarding children</li><li>• Knowledge of effective behaviour management strategies</li><li>• Good ICT skills, particularly using ICT to support learning</li></ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"><li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>• High expectations for children's attainment and progress</li><li>• Ability to work under pressure and prioritise effectively</li><li>• Commitment to maintaining confidentiality at all times</li><li>• Commitment to safeguarding and equality</li></ul>

This job description may be amended at any time in consultation with the postholder.

**Last review date:** June 2024

**Next review date:** September 2024

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_