**HEADCORN PRIMARY SCHOOL**

**Post:** Class Teacher

**Contracted Hours:** Part-time

**Pay Range:** MPS

**Responsible to:** Head Teacher and the Governing Body

**Job Description**

**Job Purpose:**

You will be expected, as part of the school community, to raise overall achievement at Headcorn Primary School. The duties outlined in this Job description are in addition to those covered by the latest ‘School Teachers’ Pay and Conditions Document’ and the ‘Teachers Standards’.

It will be reviewed with you to reflect or anticipate changes in the job, proportionate with salary and area/s of responsibility. You will assist the Senior Leadership Team in attaining the following:

* To achieve a standard of teaching and learning that is evidenced by observed lessons being good or outstanding.
* To ensure safeguarding practices are paramount for **all** pupils.
* To enhance and uphold the good reputation of the school, upholding the school’s core values.
* To be a strong member of your key stage team that results in actions which provide first class. teaching and learning opportunities for pupils and staff.
* To work with the whole school community to raise overall achievement, specifically focusing on teaching and learning in your year group.
* That the tracking of data enables teachers to identify for their classes at any given moment, which pupils are working above, on or below their targets.
* That action addresses under-achieving pupils and that the impact of these actions is making significant impact in raising standards.
* To be fully aware of SEN /AN actions and procedures and actively seeking support and guidance for any children with additional needs.
* To work with your phase group colleague to provide an integrated coherent approach to learning.
* To take an active role in Performance Management.

**Key Responsibilities:**

* Understand your professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bulling, learning, Safeguarding, Health and Safety, etc.
* Be aware of the role and functions of the Governing body.
* Set a good example, not only to the pupils they teach, but also to all other pupils across the school, in your appearance and personal conduct.
* Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
* Establish effective working relationships with other professional colleagues, not only those within the school, but also those from outside agencies concerned with pupils’ education and welfare, e.g. educational psychologists.
* Assist in the development of the school curriculum in line with the School Plan.
* Assist in the high standards of behaviour in and around the school.
* Attend meetings within the constraints of directed time and contribute to whole school development and relevant aspects of the life of the school.

**Teachers will have additional specific responsibility for:**

* Designing/revising a broad curriculum that meets the aims of the school and the needs of **all** pupils.
* Making sure that innovative and appropriate approaches to learning are made available to pupils with specific learning needs, for example: those with a low skill base, and the very able.
* Evaluating National initiatives to promote learning and incorporating appropriate elements into the Schools strategy for raising standards.
* Working with other teams to agree schemes of work so that the content of the units are complementary and so provides pupils with a broader understanding of the subject and its links with other fields of study.
* Ensuring that the statutory requirements of the National Curriculum are met.
* Ensuring core values and learning skills are reflected in teaching and learning experiences, so that cross-curriculum dimensions work together within the curriculum to provide compelling learning experiences.
* Evaluating the design and delivery of the curriculum to continuously strive for improvement.
* Constantly monitoring and evaluating progress towards meeting pupil achievement and progress targets and reporting to your Key Stage leader, SLT and parents/carers.
* Regular use of appropriate ICT initiatives to influence and improve learning for pupils and adults.

**People Management:**

* Adopting a strong, caring and flexible style so as to influence and motivate staff and pupils to achieve their objectives and those of the School.
* Reflect the strong core values that underpin the school’s foundation during the day to day, in and out of school.
* Create an environment of open-mindedness, fairness and harmony between groups and individuals.
* Create an environment where there is drive, high expectations and ambition, to transform the learning experiences of the pupils.
* Working proactively with Teachers, Teaching Assistants, Phase Leaders, and the SLT to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes.
* Making sure that effective, caring policies concerning a broad range of pupil and staff welfare matters are implemented.
* Providing overt support to staff to enable them to effectively implement the policies of the school.
* Create an environment where there is visible acknowledgement that everyone is valued.

**Developing and maintaining strong community links**

* Assist the SLT to create and implement ways of actively involving parents in the learning process.

**Facilities management includes:**

* Ensuring that physical resources to deliver the curriculum are acquired and are maintained.
* Making sure that the school, classrooms and shared space environments are used in the most effective way to meet the needs of all pupils and of the curriculum.
* Promptly informing SLT of any Health & Safety issues.
* Ensuring the whole site including classrooms and shared areas are kept tidy and resources are stored appropriately.

**General Administration:**

* Ensuring that all administrative systems are based on the optimum use of information technology.
* Providing appropriate, accurate and timely pupil data to enable continuous evaluation of progress.
* Checking that information required by various internal and external bodies is produced within the given time scale and is of excellent quality.
* Provide timely evidence for the Performance Management cycle.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder’s professional responsibilities and duties, including the provision of high quality teaching and learning and the pastoral care of the children in their charge.

**Elements of this job description and changes to it may be negotiated at the request of either the Head Teacher or the incumbent of the post.**

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Teacher

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Head Teacher