



## **Classroom Teacher**

**Reports to;** Head of Department/Faculty

**Location;** Wrotham School

### **Standard 1: Set High Expectations**

- Establish a safe, inclusive, and respectful learning environment
- Set consistently high expectations for behaviour and attitudes to learning
- Foster resilience, confidence, and independence in students
- Promote a culture where all students can succeed, regardless of starting point

#### **Impact at scale:**

- Contribute to raising expectations beyond own classroom where appropriate

### **Standard 2: Promote Good Progress and Outcomes**

- Be accountable for students' attainment and progress
- Use assessment to monitor learning and inform teaching (**Impact**)
- Ensure students build secure knowledge and retain key concepts over time
- Identify and address underachievement, particularly for disadvantaged and SEND students

#### **Impact at scale:**

- Contribute to improving outcomes across classes, groups, or departments

### **Standard 3: Demonstrate Good Subject & Curriculum Knowledge**

- Maintain strong subject and curriculum knowledge
- Teach for deep understanding, addressing misconceptions effectively
- Support students in developing subject-specific vocabulary and literacy

**Intent & Implementation:**

- Contribute to delivering a well-sequenced and ambitious curriculum

**Impact at scale:**

- Support development of curriculum and subject pedagogy beyond own classroom where appropriate

**Standard 4: Plan and Teach Well-Structured Lessons**

- Plan lessons that build on prior knowledge and support long-term learning
- Use clear explanations, modelling, and questioning effectively
- Structure learning to enable progression over time

**Implementation:**

- Apply evidence-informed teaching strategies consistently

**Impact at scale:**

- Contribute to improving teaching practice more widely where appropriate

**Standard 5: Adapt Teaching to Respond to Strengths and Needs**

- Use adaptive teaching to meet the needs of all learners
- Support students with SEND, disadvantaged students, and those with EAL
- Provide appropriate challenge and scaffolding

**Implementation:**

- Ensure all students can access and succeed in the curriculum

**Impact at scale:**

- Share effective inclusive practices with colleagues where appropriate

**Standard 6: Make Accurate and Productive Use of Assessment**

- Use a range of assessment strategies to check understanding
- Provide feedback that supports progress and addresses misconceptions
- Use assessment information to inform planning and intervention

**Impact:**

- Demonstrate that assessment contributes to improved student outcomes

**Impact at scale:**

- Contribute to effective assessment practices across teams or departments where appropriate

**Standard 7: Manage Behaviour Effectively**

- Establish clear routines and expectations in line with school policy
- Promote positive behaviour and attitudes to learning
- Respond to behaviour consistently and effectively

**Impact:**

- Create a purposeful learning environment

**Impact at scale:**

- Support consistent behaviour expectations across the school where appropriate

**Standard 8: Fulfil Wider Professional Responsibilities**

- Engage in professional development and reflective practice
- Work collaboratively with colleagues to improve teaching and learning
- Communicate effectively with parents/carers
- Contribute to the wider life of the school

**Impact at scale:**

- Contribute to school improvement priorities and professional development of others where appropriate

**Part Two: Personal and Professional Conduct (All Staff)**

- Uphold the highest standards of professional conduct
- Maintain positive relationships with students and staff
- Demonstrate integrity, professionalism, and respect
- Safeguard and promote the welfare of all students