

veCALLIS GRANGE NURSERY AND INFANT SCHOOL

JOB PROFILE

Name:

Date:

Salary:

Overall Responsibility to: Headteacher

Performance Management Team Leader: Year Group Senior Leader

Job Context:

This Job Profile recognises the requirements of the current School Teachers Pay and Conditions Document and reflects the visions, aims and policies established by the Governing Body. The Teachers Standards (2012) should be adhered to at all times.

Roles:

- Class Teacher

Job Purpose:

Class Teacher

- To take full responsibility for a class according to the Teacher Standards (2012).
- To share and support the corporate responsibility for the wellbeing, education and discipline of all pupils.

The Job Profile may be reviewed and/or amended at anytime following discussion. It will be reviewed as part of **annual** Performance Management.

Signed:

Signed:

(P) Post Threshold

1. Professional Attributes.

i) Relationships with children

- Have high expectations of pupils' including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attributes and adopt high standards of behaviour in your professional role.

ii) Frameworks.

- Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of the policies and practice of the school, including those designed to promote equality of opportunity.
-
- *Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation (P).*
-

iii) Communicating and working with others

- Communicate effectively with pupils and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of pupils.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of pupils, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

iv) Personal Professional Development

- Evaluate your own performance and be committed to improving practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

2. Professional Knowledge and Understanding

i) Teaching and Learning

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all pupils to achieve their potential.
-
- *Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all pupils to achieve their potential. (P)*
-

ii) Assessment and Monitoring

- Know both the school and statutory assessment requirements and arrangements for the subjects/curriculum areas you teach.
-

- *Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach including Statutory Assessments.*
-

- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide pupils with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

iii) Subjects and the Curriculum

- Have a secure knowledge and understanding of your subjects/curriculum areas and related pedagogy including the contribution that your subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
-

- *Have a more developed knowledge and understanding of your subjects /curriculum areas and related pedagogy including how learning progresses within them.(P)*
-

- Know and understand the relevant statutory and non-statutory curricula and frameworks for your subjects/curriculum areas and other relevant initiatives across the age and ability range you teach.

iv) ICT

- Know how to use skills in ICT to support your teaching and for wider personal professional activities.

v) Achievement and Diversity

- Understand how pupils develop and how the progress, rate of development and well-being of pupils are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those you teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in your teaching.
- Understand the roles of colleagues such as those having specific responsibilities for pupils with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of pupils and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

vi) Health and Well-being

- Know the current legal requirements, national policies and guidance on safeguarding and promotion of the well-being of pupils.
 - Know the local arrangements concerning the safeguarding of pupils.
 - Know how to identify potential child abuse or neglect and follow safeguarding procedures.
 - Know how to identify and support pupils whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
-

- *Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of pupils and young people. (P)*

3. Professional Skills

i) Planning

- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
-
- *Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum. (P)*
- Design opportunities for pupils to develop their English. Mathematics, ICT and thinking and learning skills appropriate within your phase and context.
- Plan, set and assess Home Activities to sustain pupil's progress and to extend and consolidate their learning.

ii) Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
 - a) use an appropriate range of teaching strategies and resources, including e-learning, which meet pupils needs and take practical account of diversity and promote equality and inclusion.
 - b) build on the prior knowledge and attainment of those you teach in order that pupils meet learning objectives and make sustained progress.
 - c) develop concepts and processes which enable pupils to apply new knowledge, understanding and skills.
 - d) adapt your language to suit the pupils you teach, introducing new ideas and concepts clearly, and using explanations, questions discussions and plenaries effectively.
 - e) manage the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the pupils.
- Teach engaging and motivating lessons informed by well-grounded expectations of pupils and designed to raise levels of attainment.
-
- *Have teaching skills which lead to pupils achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. (P)*
-

iii) Assessing, Monitoring and giving feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring pupil's progress and levels of attainment.
- Provide pupils, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide pupils so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent pupils.
- Use assessment as part of your teaching to diagnose pupils needs, set realistic and challenging targets for improvement and plan future teaching.

iv) Reviewing Teaching and Learning

- Review the effectiveness of your teaching and its impact on pupils progress, attainment and well-being, refining your approaches where necessary.

- Review the impact of the feedback provided to pupils and guide pupils on how to how to improve their attainment.

v) Learning Environment

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of pupils so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage pupils' behaviour constructively by establishing and maintaining a clear positive framework for discipline, in-line with the school's behaviour policy.
- Promote pupils self-control, independence and cooperation through developing their social, emotional and behaviour skills.

vi) Team Working and Collaboration

- Work as a team member and identify opportunities for working with colleagues, managing your work where appropriate and sharing the development of effective practice with them.

• *Promote collaboration and work effectively as a team member. (P)*

- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

• *Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. (P)*
