

Job Description

Class Teacher

This is a teaching post within the schools staffing structure. This post holder is accountable to the Headteacher. As a class teacher, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.

The post holder is responsible to the Headteacher.

The post holder may be expected to network and liaise across the Potential in Everyone Academy Trust schools, community and coordinator networks, to ensure a consistency of approach regarding standards, support, transition and high quality learning and teaching.

Main expectations of the role

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 and maintain its philosophy of education.

The post will require you to work in partnership with the Headteacher, governors and staff to ensure the continuous improvement of the school

Key duties and responsibilities

Alongside the fulfilment of the DfE Teachers' Standards, the following is a list of specific responsibilities that a class teacher is required to carry out:

- To plan, prepare, teach and evaluate the National Curriculum or Early Years Foundation Stage for a class.
- Create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- Promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.
- Plan and prepare lessons in order to deliver the National Curriculum or Early Years Foundation Stage ensuring breadth and balance in all subjects.
- Identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- Maintain good order and discipline among the pupils, safeguarding their health and safety.
- Organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities and ensuring high levels of pupil interest.
- Set clear targets for pupils' learning, building on prior attainment
- Provide clear structures for lessons which maintain pace, motivation and challenge for pupils
- Plan opportunities to develop the personal, spiritual, moral, social, emotional and cultural aspects of pupils' learning.
- Maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress.
- Prepare appropriate records for the transfer of pupils.
- Ensure effective use of support staff within the classroom, including parent helpers.
- Participate in staff meetings as required.

- Contribute to the development and co-ordination of a particular area of the curriculum.
- Be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- Ensure that school policies are reflected in daily practice.
- Communicate and consult with parents over all aspects of their children's education – academic, social and emotional.
- Liaise with outside agencies when appropriate eg. Educational Psychologist.
- Continue professional development, maintaining a portfolio of training undertaken.
- Meet with parents and appropriate agencies, to contribute positively to the education of the children concerned.
- Support the Headteacher in promoting the ethos of the school.
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- recognise that health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role
- Be co-responsible for the coordination and development of a subject throughout the School. Accountability for results in any subject is not expected unless the post-holder is paid a TLR. (An NQT would not be expected to be responsible for this during their first year).
 - a. To keep yourself and colleagues abreast of current subject developments and the subject needs of children as related to other aspects of the Curriculum.
 - b. To review and update as necessary the Policy and Guidelines through consultation and discussion with colleagues.
 - c. To maintain a subject file in accordance with school guidelines.
 - d. To monitor display for your subject across the school.
 - e. To maintain a subject portfolio.

Always treat matters relating to all Trust, its constituent schools, staff and children as strictly confidential and adhere to the Data Protection Policy

Act as a role model adopting personal standards of behaviour with Trust staff, Trust pupils and the wider community which support the highest possible standards putting children at the centre of everything you do

Be aware of health and safety issues within the Trust and its individual schools and how they impact of pupils, staff and visitors to the school

Potential in Everyone Academy Trust is committed to safeguarding and promoting the welfare of children

Any other work requested by, and deemed appropriate by, strategic leaders

This job description explains the main duties and responsibilities of the post but each individual task undertaken may not be identified. It should be read in conjunction with the Professional Standards for Teachers in Appendix 1.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually



Appendix A

Professional Standards for all Teachers

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge 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.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and 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 subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. 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).

5. 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 and evaluate distinctive teaching approaches to engage and support them.

6. 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.

7. 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 behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which 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.

8. 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
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 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.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.