

**KENT COUNTY COUNCIL
FEDERATION OF GOODNESTONE & NONINGTON CE PRIMARY SCHOOLS
JOB DESCRIPTION: CLASS TEACHER MPS**

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

To fulfil our vision our teachers promote the Christian values of wisdom, trust, hope, peace and friendship. Our teachers believe that these Christian values are fundamental to the learning journey of our pupils and both schools and teach pupils about our Christian values and their roots in the Bible and the work of Christ.

Our Teachers develop pupils that are compassionate, considerate, empathetic, supporting, open-minded, patient, accepting, understanding, driven, purposeful, eager, successful, active, thoughtful, resilient, motivated, distinctive, confident, imaginative and creative.

Teachers within the Federation support our mission to:

- Develop a love for learning within our pupils
- Develop our pupils' talents and widen their experiences
- Ensure that strong relationships are built between pupils and within the school and the wider community
- Develop spiritual awareness and encourage mutual respect, showing sensitivity to the differences between each other
- Ensure our pupils are able to contribute positively to modern life in Britain

The core purpose of our school is learning. All our teachers ensure learning behaviour is maximised so pupils are able to grow.

Our teachers use the Visible Learning (John Hattie, 2012) mind frames to reflect on the developments within our schools. These are;

- Teachers believe that their fundamental task is to evaluate the effect of their teaching on pupils' learning and achievement
- Teachers believe that pupils' success is about what they do as teachers
- Teachers talk more about learning
- Teachers see assessment as feedback about their impact

- Teachers engage in dialogue
- Teachers enjoy the challenge of making a difference to learning
- Teachers believe that it is their role to develop positive relationships in the school
- Teachers inform everyone about the language of learning

Teachers within the Federation share a common language of learning with the pupils. Teachers ensure high quality learning occurs when our pupils demonstrate our learning values of curiosity, resilience, resourcefulness, perseverance, reflectiveness and collaboration and are wondering, exploring, questioning, thinking, sharing and connecting.

Aspects of the Job Description

1 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.

2 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.

3 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.

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 an 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 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.

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.
- Make a contribution to the school's extended opportunities through clubs.
- Monitor subject teaching with a monitoring pair.
- Lead Assemblies.

9 Subject leadership

- Provide an exemplar role model for teaching within subject.
- Monitor standard and achievement in subject.
- Carry out a subject audit, develop and monitor action plan.
- Lead staff continued professional development.
- Maintain a subject folder.
- Ensure continuity and progression and development of pupil skills.
- Co-ordinate availability and accessibility of resources.

10 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.