



Kingsnorth Church of England Primary School

Job Description

Post: Class Teacher

Responsible to: Executive Headteacher, Deputy Headteacher and the Governing Body

Job Purpose:

You will be expected, as part of the school community to contribute to raising overall achievement at Kingsnorth CE 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' DFE 2019. It will be reviewed with you to reflect or anticipate changes in the job, commensurate with the salary and area/s of responsibility. In particular, you will assist the Senior Leadership Team in attaining the following:

- To achieve a standard of teaching and learning that is evidenced through triangulation of 100% good or outstanding.
- To fully engage with the Coaching into Appraisal (CiA) process for performance review
- To ensure safeguarding practices are paramount for **all** pupils
- To enhance and uphold the good reputation of the school, upholding the school's Christian ethos
- To be a strong member of your mini School 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
- To support the school in the key measure of Whole School Agreed Targets for your class
- 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 target grades
- That action addresses under-achieving pupils and that the impact of these actions is making a significant difference in raising standards
- To be fully aware of SEN /AEN actions and procedures and actively seeking support and guidance for any children with additional needs
- To work with your year group colleague to provide an integrated, coherent approach to learning
- To take collective worship as required

Key Responsibilities:

- Attend and participate in open evenings and pupil's performances where possible
- Understand their professional responsibilities in relation to school policies and practices and in doing so actively support and reinforce those policies, e.g. anti-bullying, Child Protection, 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 in the School, in their appearance and their personal conduct
- 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
- Adhere to the school's behaviour policy and demonstrate high expectations
- Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the school life

Management:

- To be actively engaged in all school initiatives and promote with all stakeholders across the school
- To develop and implement the school's strategy for raising attainment through relevant CPD, First Quality Teaching, A4W and Thinking Schools.
- To integrate year group planning with the major objectives of the school development plan and takes the curriculum forward to meet the targets set by the Governing Body
- Set 'aspirational' targets for children in your class
- 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
- Ensuring that the statutory requirements of the National Curriculum are met
- Ensuring Community and enrichment aims are reflected in teaching and learning experiences, so that cross-curriculum dimensions work together within the curriculum to provide compelling learning experiences

- Constantly monitoring and evaluating progress towards meeting pupil achievement and progress targets and reporting to your Key Stage leader, SLT and Parents

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
- Create an environment of open-mindedness, fairness and harmony between groups and individuals
- Contribute to an environment where there is drive, high expectations and ambition, to transform the learning experiences of the pupils
- Working proactively with Teachers, Learning Assistants, Key Stage 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
- Create an environment where there is visible acknowledgement that everyone is valued

Developing and maintaining strong community links

- Supporting initiatives to outreach to the community
- 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 maintained
- Making sure that the School and classroom environment is used in the most effective way to meet the needs of all pupils and of the curriculum
- Promptly informing SLT of any H&S issues

General Administration:

- 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 Coaching in Practice cycle

Accountability and Key Performance Indicators:

- Ongoing contribution to raising the percentage of pupils gaining Combined Maths and English ARE/+ measured against whole school Targets.
- Percentage of pupils meeting their class Attainment targets, set with the Key Stage lead (ARE/+).
- Percentage of pupils meeting their class progress Targets, at least 4 pts per year.
- Proportion of lessons observed to be good/outstanding as set out by Aquila (100%)
- Monitoring and evaluation of QFT, through books, learning walks etc to be at least good or better
- Responsibility taken for own personal professional development

General Tasks

- Set a prompt and structured start to the morning and afternoon sessions
- Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly
- Attend the relevant assemblies as requested by the Executive Headteacher
- Organise class participation in school events

Administration: (Registration, Absences, Lateness)

- Mark the register fully and accurately.
- Collect absence letters and to pass these on to the appropriate person for recording and filing
- Follow the procedures for First Day of Absence as set out in the Staff Handbook
- Distribute information at end of day such as newsletters, etc

This job description will be reviewed annually 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 Executive Headteacher or the incumbent of the post.

Signed: _____ Signed (Executive Headteacher): _____