



Miss Maddy Jones
Headteacher

Job Description

Title: Class Teacher

Name:

Salary: Teachers Main Scale

Grade: MPS + SEN

Responsible to: Assistant Headteacher Primary/Secondary

Accountable to: Head of School

Purpose of the Job

- To take responsibility for a class group and the outcomes of all pupils.
- To demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- To act as subject co-ordinator within curriculum teams and to take responsibility for teaching and learning liaising with other subject leaders throughout the Federation.
- To co-ordinate the subject and policy in order to promote effective teaching and learning for all pupils.
- To safeguard pupils in accordance with statutory policy.
- To lead by example in respect of professional conduct and inter-personal relationships to ensure the well-being of pupils and staff.
- To ensure the development of the Federation enabling both schools to provide effective support to each other, developing the best possible provision leading to positive outcomes for all pupils.
- The duties attached here are to be undertaken in accordance with the provision of the current School Teachers' Pay and Conditions document.
- Teachers Standards apply to all teachers regardless of their career stage.

Reporting to: 1. Headteacher
2. Assistant Headteachers
3. Teaching, Learning & Curriculum Leads

Key tasks

1. To ensure best Outcomes for all Pupils
2. To deliver high quality Teaching, Learning and Assessment
3. To secure pupils Personal Development, Behaviour and Wellbeing
4. To develop effective class teams

Main duties and responsibilities (Accountabilities):

1. Sustain effective teaching to ensure the learning and progress of all pupils.
2. Model classroom practice and provide support and guidance to colleagues in selecting the most appropriate teaching and learning methods and resources for pupils.
3. Ensure delivery of a high quality curriculum characterised by good learning and teaching, enthusiastic involvement and a sense of purpose and enjoyment from staff and pupils
4. Ensure high quality performance of pupils from their starting points, evidenced by positive and improving progress data, within a positive climate for learning
5. Monitor and improve the quality of teaching leading to improved rates of pupil progress.
6. Develop an annual improvement and development action plan.
7. Ensure that there is high quality continuous professional development evidenced by effective staff induction, individual development appropriate to the needs of staff and the curriculum area
8. Provide high quality, creative cross curricular input within the whole school curriculum

9. Provide clear evidence of effective contributions to whole school improvement and development
10. Provide quality information and support to parents/carers to enhance pupils inclusive learning
11. Create and maintain a staff team at the leading edge of developments at local, regional and national level
12. Provide an outstanding personal and professional role model for all staff in line with the Teachers Standards.
13. To take part in self-evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self-evaluation purposes.
14. Be a reflective practitioner taking account of the school's strategic vision.

Scope for Impact:

- Improve the quality of teaching and learning for all pupils.
- Increase rates of pupil progress and raise pupils' achievements.
- Maintain Teacher Standards

School Plan Priorities for 2020/21

Priority One: To continue to raise the quality of education that the school provides.

- 1.1 Ensure that learning meets pupils' needs through a relevant curriculum, appropriate resources, suitable interventions and high expectations.
- 1.2 Make certain that pupils who have fallen behind in their learning during school closures resulting in a widening achievement gap between them and pupils working at similar cognitive ability are addressed.
- 1.3 Inspire pupils to learn through memorable experiences and linked cross-curricular opportunities.
- 1.4 Ensure that the school's curriculum within key stages 3 and 4 reflects the rationale for determining pupils' pathway within the secondary phase of their education.
- 1.5 Increase consistency of teachers' effective use of assessment to plan learning that meets the wide range of pupils' needs and abilities.
- 1.6 Ensure pupils have access to high level careers education that expands from early years to post-16 so that they are increasingly autonomous, possess transferrable skills, and are better prepared for life outside of school.
- 1.7 To ensure that accreditations are well planned and delivered in a timely manner so that key stage four, five and post-19 learners achieve the highest standards within academic areas.
- 1.8 To ensure that Relationships Education (compulsory in all primary schools in England) and Relationships and Sex Education (compulsory in all secondary schools), as well as Health Education (compulsory in all state-funded schools) is implemented in a way that is meaningful to pupils and students.

Priority Two: To continue to strengthen pupils' positive behaviours and attitudes towards themselves, others, learning and life.

- 2.1 To work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- 2.2 To improve staff confidence and expertise when supporting pupils who have social, emotional and mental health difficulties-zones of regulation
- 2.3 To empower pupils to help raise standards throughout the school and continue to involve them in decision making, particularly surrounding the quality of the school's curriculum.

Priority Three: To further enable pupils to grow in their personal development so that they are increasingly self-reliant and able to impact on, and benefit from, the community in which they live.

- 3.1 Ensure that the life-skills curriculum provides opportunities for pupils to progress so that they work towards greater independence and employability.
- 3.2 To implement a Recovery Curriculum to support pupils' transition back to school following an extended period of absence due to the COVID19 Pandemic.
- 3.3 To ensure that transition arrangements for pupils and young people are highly effective as they move from one phase of their education to another.

Priority Four: For leaders and managers to ensure that the school's values cascade through the school's curriculum intent with staff that are enabled, empowered and expert in their responsibilities and work closely with other stakeholders of the school so that all pupils are successful.

- 4.1 Continue to raise the quality of teaching and learning across the school with particular focus on practitioners new to the profession and those who were unable to complete their ITT or NQT year.
- 4.2 The school's PRIDE values are personalised and meaningful to each key stage so that pupils are motivated and inspired throughout the school day.
- 4.3 To support staff mental health and wellbeing as a result of the COVID19 pandemic
- 4.4 Ensure staff receive training and development that will develop their expertise and subject knowledge in the areas for which they are responsible
- 4.5 To enhance stakeholder engagement in pupils' learning and development especially in relation to parental engagement.
- 4.6 To work alongside the local authority to support the authority's priorities for SEND pupils across Kent. (nursing, capacity NOR, EHCP, KSENT, KAH, STLS, TTA)
- 4.7 To ensure that governor skills and knowledge are developed and used effectively, and to ensure that governors are provided with opportunities to effectively monitor the school's progress against school improvement and action plans

Priority Five: Evaluating the quality of early years education in schools (insert priorities above)

- 5.1 Continue to raise the quality of teaching and learning across the Early Years Foundation Stage
- 5.2 To ensure that the curriculum in Reception focuses on the prime areas of learning: communication and language; physical development; personal, social and emotional development in order to meet the complex needs of the current cohort.
- 5.3 To ensure that the transition from nursery to school supports children to continuously build on prior learning and personal development, while maximising the beneficial relationship between school, families and wider professionals

Priority Six: Evaluating sixth-form provision.

- 6.1 To further develop staff to enable them to have a better knowledge of the requirements for the teaching and learning of functional skills and accreditation pathways.
- 6.2 To make certain that all groups of students feel safe at college; they understand clearly what constitutes unsafe situations and are aware of how to keep themselves and others safe, including in relation to online safety.
- 6.3 To ensure that accreditation pathways are tracked and monitored so that outcomes are achieved to meet standards.
- 6.4 To ensure that ASDAN accreditation pathways are delivered to the highest standards and meet provider outcomes.
- 6.5 To ensure that EHCP outcomes are linked to the curriculum targets and future aspirations.
- 6.6 To embed an effective tracking tool so that accreditation assessments are tracked in accordance to student outcomes.
- 6.7 To offer meaningful and enriching PE Enrichment opportunities for all students
- 6.8 To maximise learning opportunities
- 6.9 Students are committed to their learning and are able to make improvements to their own learning.
- 6.10 To encourage learners to have their say, teaching them skills required for adulthood. Developing their ideas to improve the college setting, taking on responsibilities beyond their classroom.
- 6.11 To deliver a highly effective careers programme which offers advice, experience and aspirations
- 6.12 To involve students with wider community contributions.

"Only the best for Ifield School"

Ifield School aims to provide an outstanding and supportive learning environment; one which allows everyone to realise their full potential, with high self-esteem and respect for others in the community, so that they are able to take their place in society with confidence and pride.

The Job Description may be reviewed at the end of the Academic Year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Signed:	Signed:
Headteacher: Miss Maddy Jones	Name:
Date:	Date:





RFS Excellence Silver in Forestry 2014

