



MERRIOTT & HASELBURY PLUCKNETT PRIMARY SCHOOLS FEDERATION

JOB DESCRIPTION

Post: Class Teacher

Grade: Main scale

The Post holder

- Is responsible to the Headteacher and to the school's governing body.
- Interacts at a professional level with colleagues and seeks to establish and maintain productive relationships and communications with the aim of improving the quality of teaching and learning in the school. The post holder is responsible to the Headteacher for their teaching duties and responsibilities and, if relevant, for the supervision of the work of Teaching Assistants.

Main purpose of the job

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and behaviour
- Treat pupils with dignity and respect, nurturing and building relationships, at all times observing proper boundaries appropriate to a teacher's professional position
- Work effectively in collaboration and partnership with pupils, parents/carers, governors, other staff and external agencies in the best interests of all pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers' Pay and Conditions Document* and *Teachers' Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers' Pay and Conditions Document*. Teachers should also have due regard to the Teachers' Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate

- Be accountable for the attainment, progress and outcomes of pupils you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and adapt appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with SEND or EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- When teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular encouragement and feedback, both orally and through accurate marking
- Use relevant data to monitor progress, set targets, and plan subsequent provision
- Encourage home reading and other activities to consolidate and extend the knowledge and understanding pupils have acquired in class

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, and establish boundaries for behaviour with a range of strategies, using praise, sanctions and rewards consistently and fairly. To implement the School Positive Behaviour Management Policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the professional development of support staff
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Lead curriculum subject areas as appropriate to teaching experience
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners during school sessions
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well - being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012 and School's Appraisal Policy

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

Person specification

CRITERIA	QUALITIES
Qualifications and experience	• Qualified teacher status • Degree • Successful primary teaching experience

Skills and knowledge	Essential: • Knowledge of the National Curriculum • Knowledge of effective teaching and learning strategies • A good understanding of how children learn • Ability to adapt teaching to meet pupils' needs • Ability to build effective working relationships with pupils and parents • Knowledge of guidance and requirements around safeguarding children • Knowledge of effective behaviour management strategies • Good IT skills, particularly using technology in innovative ways to enhance learning and raise standards Desirable: • Experience of planning and teaching for a mixed-age class. • Teaching across the whole Primary age range.
Personal qualities	• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • High expectations for children's attainment and progress • Ability to work under pressure and prioritise effectively • Ability to collaborate with other schools and enthusiastically embrace these links between schools • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality