



Holtspur School Job Description

Job Title:	Class Teacher
Reporting To:	Headteacher
Overall purpose:	To plan and teach a broad balanced curriculum to the assigned class or classes. To set individual and group targets for pupil progress and monitor, assess and report against these targets to school staff, pupils, parents and governors as appropriate.

Principle Duties:

Teaching and Learning

- Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote the enjoyment in learning, using a variety of differentiated teaching methods which incorporate effective questioning and response and which are adapted to the audience (whole class, small group and individual teaching).
- Be responsible for a designated classroom and teaching area and associated resources and in doing so provide a challenging, supportive learning environment which stimulates and develops lively enquiring minds.
- Direct the activities of support staff or class helpers in their work with pupils in the assigned class.
- Develop lesson plans which have clear teaching aims, objectives, and lesson content and appropriately structured subject matter that match the range of needs of abilities of the pupils within the class, so that the lesson can be taught in person or by another suitably qualified teacher or HLTA.
- Set clear and realistic individual pupil targets which are measurable and build upon prior knowledge or attainment in discussion with colleagues and the pupil concerned and to share these targets with the parents.
- Employ home learning to consolidate and extend learning and check entries in home learning diaries and take action as necessary.
- Plan and provide structured learning opportunities for all abilities including those with SEN and the more able which engage pupils' interest and which develop their physical, intellectual, emotional and social abilities, and implementing specialist advice as appropriate.
- Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
- Encourage pupils to reach their true potential, so that they become independent learners with a positive attitude towards: themselves and their own self worth; the value of perseverance; life-long learning; participating within the wider community; and the well being and opinions of others.

Monitoring, Assessment, Recording and Reporting

- Systematically identify, monitor, assess, record and report the progress (academic and social) of pupils within the assigned class or classes using the results to inform future targets, planning, teaching and curricular development.
- Quality mark pupils' work, including home learning according to the school marking guidelines.
- Maintain a good working knowledge of the requirements of statutory assessment and reporting procedures.
- Provide accurate and informative verbal and written feedback about individual pupil progress to parents/carers, pupils, colleagues, the next year teacher or next school.
- Contribute towards the development of support plans, including the planning and recording of appropriate targets, actions and outcomes.
- Prepare pupils for National Curriculum Assessments and support colleagues in administering National Curriculum Tests and supervising / invigilating tests where they are carried out in the normal classroom with the normal class.

Curricular Knowledge and Understanding

- Maintain a thorough and up-to-date knowledge and understanding of the National Curriculum and in doing so support and assist the school's ongoing development of curriculum and the School Development Plan.
- Maintain a good knowledge of any other statutory requirements related to pupils' education or welfare.
- Keep up to date with research and developments in pedagogy and curriculum content.

Professional Standards and Development

- To meet all Professional Standards for Teachers.
- Attend and participate in open evenings, pupils' performances and organise class participation in school events including a class assembly.
- Keep abreast of school policies and working practices and be aware of the functions of the Governing Body
- Set a good example to all the schools pupils in the manner of appearance and personal conduct.
- Critically evaluate resources and teaching and use this knowledge to improve the quality of teaching and learning.
- Establish effective working relationships with colleagues and relevant outside agencies.
- Attend staff meetings, INSET days, and training courses as appropriate and continue to be a learner.
- Maintain a professional portfolio of evidence to support the relevant aspects of the appraisal process.
- Attend appropriate CPD training and report on the impact on learning to other staff.
- Maintain confidentiality at all times and prevent disclosure of confidential and sensitive information
- Keep up to date with First Aid, Health and Safety and Safeguarding training and be aware of the responsibility for your own personal health, safety and welfare and that of others.
- Lead a non-core subject across the school.

Pastoral Duties

- Consider the pupils' safety and welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
- Through the enactment of the School's Behaviour Policy and strategies, establish and maintain a high standard of pupil discipline and conduct by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
- Maintain a detailed knowledge of the pupils in the assigned class and use a counselling approach to help pupils explore thoughts, feelings and solutions to problems and to speak or take action on behalf of pupils as appropriate.
- Contact parents or external agencies, if appropriate, after proper consultation with the SENDco team or Head teacher.
- Establish a prompt and structured start to the morning and afternoon sessions, marking the register fully and accurately, collecting any letters of absence and reporting any unexplained absences or patterns of absence to the School Office.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that staff consider, at all times, what is in the best interests of the child.

- Staff have responsibility to provide a safe environment in which children can learn.
- Staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- A staff member who has any concerns about a child's welfare should follow the processes set out in KCSiE 2023.
- Staff should ensure that all safeguarding and child protection training is up to date and continue to develop relevant skills and knowledge to safeguard children effectively.
- **This post requires a DBS check as it is classed as regulated activity. An Enhanced DBS and satisfactory references will be obtained prior to commencement of employment. References will be sought prior to interview**

Signed:

Date:



Person Specification

Job Title: Class Teacher

Selection Criteria

- Possess a good degree and have attained Qualified Teacher Status.
- Possess excellent written and verbal communication skills.
- Satisfactory Disclosure from the Criminal Records Bureau (DBS)
- Experience and ability of teaching a broad and balanced curriculum to pupils using a variety of teaching methods which incorporate effective questioning and response.
- Experience of establishing and maintaining a high standard of pupil discipline and conduct by the use of praise, rewards and sanctions.
- Experience of providing and maintaining a challenging, supportive learning environment, which stimulates, maintains and develops lively enquiring minds.
- Experience of, and ability to plan and provide structured learning opportunities, which engage pupils' interest and which take account individual pupils' needs (e.g. SEN), their developing physical, intellectual, emotional and social abilities, and implementing specialist advice as appropriate.
- Possess a secure and up-to-date knowledge and understanding of the National Curriculum programmes of study.
- Experience of directing the use of any support staff or class helpers in their work with pupils.
- Experience of contributing towards the implementation of support plans with pupils with SEN including the planning and recording of appropriate targets, actions and outcomes.
- Possess a good working knowledge of the requirements of statutory assessment and reporting procedures.
- Experience of providing accurate and informative verbal and/or written feedback about individual pupil progress to parents/carers, pupils, the next year teacher or next school.
- Safeguarding training.
- Subject leadership experience.