



JOB DESCRIPTION

Post Title:	Class Teacher MPS
Grade:	MPS
Reporting to:	Headteacher
Conditions of Service:	Part Time- 3 days to include training days
Start Date:	13 th April 2026 (Summer 1 2026)

This job description is based on, but does not replace, the School Teachers' Pay and Conditions Document (2018) and the Teachers Standards Document.

WORKING TIME AND STATUS

- Full time: 195 days in any school year, of which 190 days shall be days on which teaching is required in addition to carrying out other duties; 1265 hours in any school year. *Part time equivalent to 0.6 working week- Approximately 117days in school year
- A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils.
- PPA time, amounting to not less than 10% of timetabled teaching time, shall be provided in units of not less than half an hour.

PROFESSIONAL RESPONSIBILITIES

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.
- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.
- Direct and supervise support staff assigned to them and , where appropriate, other teachers.



- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Communicate with pupils, parents and carers.
- Collaborate and work with colleagues and other professionals within and beyond the school.

Upper Pay Thresholds are in *italics* and only apply to those teachers who have gone through the threshold.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct and to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

DUTIES AS A TEACHER

TO SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE 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.
- *Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children.*

TO PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.



- 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.
- ***Have teaching skills which lead to learners achieving expected or better than expected progress relative to their prior attainment and similar learners nationally.***

DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- Have a secure knowledge of the relevant subject(s) and 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 subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- ***Have a more developed knowledge and understanding of your curriculum areas and related pedagogy including how learning progresses within them.***

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).
- ***Be flexible, creative and adept at designing learning sequences. Your learning sequences will be effective and consistently well matched to the learning objectives and the needs of learners. They will integrate recent developments including those relating to curriculum knowledge.***

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 and evaluate distinctive teaching approaches to engage and support them.



- *Have an extensive knowledge and understanding of how to adapt a range of teaching, learning and behaviour management strategies including how to personalise learning to provide opportunities to achieve expected or better than expected progress.*

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.
- *Have extensive knowledge and well-formed understanding of the assessment requirements and arrangements for the curriculum areas you teach including SATs.*

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 which 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.
- *Have an extensive knowledge and understanding of how to adapt a range of teaching, learning and behaviour management strategies including how to personalise learning to provide opportunities to achieve expected or better than expected progress.*

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.
- *Contribute significantly to implementing workplace policies and practices and promote collective responsibility for their implementation.*
- *Promote collaboration and work effectively as a team member.*
- *Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.*



GENERAL DUTIES

- To work in accordance with current legislation, Health and Safety requirements and DfES guidance, LA and Academy Policies and advice.
- To adhere to all Safeguarding policies.
- To adhere to all school policies, procedures and protocols.
- To ensure that records and reports of all accidents to children, staff and visitors are professionally dealt with.
- To attend staff meetings and other professional training as appropriate.
- To be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers.

- Prioritise and manage time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for your own professional development.

OTHER DUTIES

- To contribute to the positive team atmosphere and public image of the school.
- To act professionally and with integrity at all times.
- To assist with the general care and welfare of all pupils striving to maintain a happy safe environment at all times.
- To adhere to and maintain school routines and codes of conduct including confidentiality.
- To support the aims and ethos of the school at all times.
- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- To undertake health and safety duties commensurate with the post and/or as detailed in the school Health and Safety Policy.

GENERAL

- The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder will have regard to the needs and priorities of the school.
- The job description is not a comprehensive definition of the post and you may be required to undertake such other tasks appropriate to the level of appointment as the Headteacher may reasonably require. It may be reviewed annually or earlier if necessary and may be subject to modification or amendment at any time after consultation. You may discuss your job description with the Headteacher at any arranged time.
- Dowmat is committed to safeguarding and promoting the welfare of children and, as such, requires all staff and volunteers to share this commitment.



- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the DoWMAT Equality Policy and Code of Conduct. All employees are expected to be committed to these.
- DoWMAT academies are a non-smoking environments.

DoWMAT is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. We expect all staff and volunteers to share this commitment. Any offer of employment will be subject to the receipt of a satisfactory DBS Enhanced Disclosure, two positive references, medical clearance and evidence of appropriate qualifications.

PRINCIPAL CONTACTS

Pupils, Parents / Carers, Headteacher, Classroom Teachers, Teaching / Support Assistants, EWO, Clerical Assistants, other professional groups, Local Academy Board members.

NOTES

The Leadership of the Academy Trust reserve the right to alter the content of this job description, after consultation, to reflect changes to the job without altering the level or responsibility.

Signed (Issued by): _____ Date _____

Signed (Received by): _____ Date _____