



**TRUST IN LEARNING ACADEMIES BRISTOL
JOB DESCRIPTION**

Place of work: Henbury Court Primary Academy

Job Title: Class Teacher

Job Level/scale: MPS/UPS

Responsible to: Headteacher

Purpose of the post:

- To maximise the achievement of all children in your charge
- To be responsible for these children’s safety and welfare
- To assist in the development of the phase within the school
- To deliver agreed Teachers Standards and expectations
- To take on subject leadership responsibility, dependent on experience

Main Duties and Responsibilities:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Director of Phase, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

| Responsibility for: | To include: |
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| 1. Setting high expectations which inspire, motivate and challenge students | a) establish a safe and stimulating environment for pupils, rooted in mutual respect b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| 2. Promote good progress and outcomes by pupils | a) be accountable for pupils’ attainment, progress and outcomes b) plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs |



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| | <p>c) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</p> <p>d) encourage pupils to take a responsible and conscientious attitude to their own work and study.</p> |
| 3. Demonstrate good subject and curriculum knowledge | <p>a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in learning, and address misunderstandings</p> <p>b) demonstrate a critical understanding of developments in the EYFS framework, primary subject and curriculum areas, and promote the value of scholarship</p> <p>c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English</p> |
| 4. Plan and teach well-structured lessons | <p>a) impart knowledge and develop understanding through effective use of lesson time</p> <p>b) promote a love of learning and children's intellectual curiosity</p> <p>c) set where appropriate homework and plan other out-of-class activities to consolidate and</p> <p>d) extend the knowledge and understanding pupils have acquired</p> <p>e) reflect systematically on the effectiveness of lessons and approaches to teaching</p> <p>f) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</p> |
| 5. Adapt teaching to respond to the strengths and needs of all pupils | <p>a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</p> <p>b) 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</p> <p>c) 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.</p> |
| 6. Make accurate and productive use of assessment | <p>a) know and understand how to assess the EYFS framework as well as relevant subject and curriculum areas, including statutory assessment requirements</p> |



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| | <p>b) make use of formative and summative assessment to secure pupils' progress</p> <p>c) use relevant data to monitor progress, set targets, and plan subsequent lessons</p> <p>d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback</p> |
| 7. Manage behaviour effectively to ensure a good and safe learning environment | <p>a) 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</p> <p>b) 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</p> <p>c) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> |
| 8. Fulfill wider professional responsibilities | <p>a) make a positive contribution to the wider life and ethos of the school</p> <p>b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</p> <p>c) deploy support staff effectively</p> <p>d) 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</p> |

Part 2: Personal and Professional Conduct

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct whilst working at Henbury Court Primary Academy:

1. Members of staff are expected to maintain high standards of ethics and behaviour, within and outside school, by:

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- a) Treating students/pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff's position, having regard for the need to safeguard students'/pupils' well-being, in accordance with statutory provisions.
 - b) Showing tolerance of and respect for the rights of others.
 - c) 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.
 - d) Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
2. Members of staff must have proper and professional regard for the ethos, policies and practices of the campus in which they work, and maintain high standards in their own attendance and punctuality.

Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher.

Review of Performance

The review cycle will focus on the post holders' job as whole and particular responsibilities. There is recognition across the school that, however good we are at our roles, we all embrace the notion of 'continuous improvement'.

Code of Conduct

The school expects all staff to ensure that their standards of conduct are always compliant with TiLA's Code of Conduct.

Generic Responsibilities

- All members of staff at Henbury Court Primary Academy have a collective responsibility for securing the vision of the school.

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- All members of staff have a responsibility for helping to develop and secure continued improvement for all.
- To play a full part in the life of the school community, to support its distinctive vision & ethos and to encourage staff/students to follow this.
- To follow all Trust and School policies.
- To work in a co-operative and polite manner with all stakeholders.
- To work with students in a courteous, positive, caring and responsible manner at all times.
- To follow all safeguarding procedures and to uphold the professional responsibilities as outlined in Keeping Children Safe in Education (Part 1), ensuring that children's safety and wellbeing is never compromised.
- To be polite, cooperative and positive when communicating to other staff.
- To take an active and positive role in the schools commitment to the development of staff, and their annual development procedures.
- To work with visitors to the school in such a way that it enhances the reputation of Henbury Court Primary Academy.
- To seek to improve the quality of the schools service.
- To present oneself in a professional way that is consistent with the values and expectations of the school.

Fluency Duty

The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.

Special Features / Features

The post holder shall be required to work in any of the schools/academies within the Trust as directed by the Headteacher/Chief Executive. They will liaise and work closely with a school/academy Headteacher or Principal and their senior team.