



# Fern Hill Primary School

## Job Description – Class Teacher

Responsible to: Headteacher

### Main Purpose of Job:

To teach the pupils in your care in line with the professional standards for teachers.

A class teacher has specific responsibility for the teaching and welfare of children within the school. The post requires the post holder to raise the standard of teaching and learning in the school and follow professional duties, as well as other appropriate duties outlined in the School Teachers' Pay and Conditions Document:

#### 1. Effective Teaching

1.1 Plan and prepare challenging, inspiring and well-organised lessons and sequences of lessons according to the school's defined curriculum, and planning within the year group team.

1.2 Adapt lessons and tasks to meet the diverse needs of all pupils, taking account of prior learning and attainment to proactively ensure appropriate challenge for both those who need support and those who are high-achieving.

1.3 Systematically assess pupil understanding through formative and summative methods and record and report on development, progress and attainment of children.

1.4 Use effective skills in classroom organisation and management, creating a stimulating learning environment for pupils that promotes active learning, engagement, and a sense of ownership and belonging among pupils.

1.5 Identify and provide opportunities for learners to develop English and Oracy, Maths and digital skills across the curriculum to foster critical thinking skills appropriate to phase and context.

1.6 Plan and deliver effective personalised provision including for EAL learners and children who have special educational needs or disabilities ensuring equitable access to learning and promoting a culture of diversity, equality and inclusion in teaching.

1.7 Provide timely and specific feedback to learners and guide them on how to improve their attainment and make good progress.

1.8 Plan, set and assess homework and other out of class assignments to sustain learners' progress and to extend and consolidate their learning.

## **2. Building Positive Relationships and Fostering Well-being with children and young people:**

2.1 Establish high expectations for all pupils and be committed to ensure every child can achieve their full educational potential and to establish fair, respectful, trusting, supportive and constructive relationships with them.

2.2 Model positive values, attitudes, and consistently uphold high standards of behaviour and conduct within the classroom and across the school.

2.3 Actively promote the holistic development and wellbeing of each child, nurturing their interests and fostering their growth as independent and resilient learners.

2.4 Provide guidance and advice to children on educational and social matters and refer children and parents to other appropriate sources of information and guidance where appropriate.

## **3. Collaboration and Communication:**

3.1 Communicate effectively and build strong partnerships with parents and carers, providing regular updates on their child's progress and fostering a shared understanding of learning goals

3.2 Engage constructively with external agencies when required to support the well-being and learning of our pupils

3.3 Participate in meetings arranged for any of the purposes described above.

3.4 Have secure knowledge and understanding of the curriculum and co-ordinate/lead in an area; sharing best practice, recent developments and related pedagogy (separate from any TLR/UPS responsibilities).

3.5 Support and uphold the school's aims, ethos, policies, and procedures, contributing to a positive and professional working environment.

## **4. Assessments and Reports**

4.1 Provide and contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

4.2 Set and achieve specific goals for individual children and targets for class/group/set using previous attainment profiles and future expectations.

4.3 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

4.4 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

4.5 Utilise assessment data effectively to diagnose learning needs, inform future planning, and ensure teaching is responsive to the needs of all pupils and set realistic and challenging targets.

## **5. Review, Induction, Appraisal, Further Training and Development**

5.1 Regularly review and refine teaching methodologies and schemes of work, incorporating evidence-based practices.

5.2 Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining approaches where relevant.

5.3 Take ownership of your professional development, actively seeking opportunities to enhance your practice and stay abreast of current educational research and innovation.

5.4 Have a creative and constructively critical approach towards innovation; be prepared to adapt practice where benefits and improvements are identified.

5.5 Act upon advice and feedback and be open to coaching and mentoring, demonstrating a willingness to adapt practice where evidence suggests benefits for learning to continuously improve your teaching.

5.6 Participate in arrangements for performance management in accordance with the school policy.

## **6. Health and Safety, and Behaviour Management**

6.1 Maintain high standards of behaviour and safeguarding children's safety when they are in school and engaged in educational school activities elsewhere.

6.2 Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline in line with the school's behaviour policy.

6.3 Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills.

6.4 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children.

6.5 Know the school's and Local Authority procedures concerning the safeguarding of children.

6.6 Know how to identify potential child abuse or neglect and follow safeguarding procedures.

6.7 Know how to identify and support children whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## **7. Staff Meetings**

7.1 Participate in meetings at the school which relate to the curriculum for the school or administration or organisation of the school.

## **8. Administration**

8.1 Participate in administrative and organisational tasks, in line with the workforce agreement, including the direct supervision of classroom assistants and other adults helping in the class.

8.2 Attend assemblies and deliver, where necessary, assemblies in accordance with school's arrangements and register attendance.

## **Other Duties and Responsibilities**

You will be required to undertake other duties from time to time.

*Fern Hill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, visitors and volunteers to share in this commitment. An enhanced DBS check and two references are required for the successful candidate'*

## PERSON SPECIFICATION

JOB TITLE: **CLASS TEACHER**



CRITERIA OR REQUIREMENTS	Shortlisting Criteria	
	Essential	Desirable
<b>EXPERIENCE/EDUCATION</b>		
<b>1. QUALIFICATION</b>		
a) Qualified teacher status	Y	
b) Relevant and recent INSET/CPD	Y	
<b>2. EXPERIENCE</b>		
a) Strong teaching practice	Y	
b) Experience of teaching in more than one year group and/or KS		Y
c) Leadership experience and proven ability to influence colleagues positively to improve standards of teaching and learning		Y
d) Experience of involvement in whole school project management (focus weeks, parent information evenings)		Y
e) Involvement in contributing to the implementation of strategic improvement planning		Y
<b>3. KNOWLEDGE/SKILLS/ABILITIES</b>		
a) Use a range of teaching strategies effectively to enable pupils to make expected or better than expected rates of progress and high achievement.	Y	
b) Understanding of a management role in relation to staff, curriculum coordination, community and resources		Y
c) Excellent professional relationships		
d) An effective communicator – both in writing and orally	Y	
e) Strong IT skills relevant to the performance of their duties	Y	
f) Show evidence of strong organisational skills,	Y	
g) Ability to work in partnership to promote, motivate and lead on aspects within the school	Y	
h) Ability to develop and maintain positive relationships at all levels		
i) Ability to manage your own time and workload efficiently and effectively	Y	
j) Good understanding and use of effective assessment and planning systems to support learning	Y	
k) Knowledge, awareness and commitment to Safeguarding procedures	Y	
	Y	
<b>4. COMMITMENTS</b>		
a) to and enthusiasm for the school's values	Y	
b) to achieving high standards of progress and achievement for all	Y	
c) to equal opportunities	Y	
b) to health and safety, safeguarding and well-being of all pupils	Y	
<b>5. DISQUALIFYING FACTORS</b>		
a) An indication of sexist, racist and anti-disability attitudes or other attitudes inconsistent with equal opportunities		
b) An unacceptable record of sickness absence		
c) Criminal Record		