

**Job Title:** Class Teacher

**Grade:** Subject to experience

**Responsible to:** Senior Leadership Team

**Key Relationships:** The Head teacher, the relevant member of the school leadership group in respect of curriculum and pastoral matters. The post holder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school/college.

**Job Purpose:**

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of pupils as a teacher.

To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.

To contribute to raising standards of pupil attainment.

To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment.

**Main Duties and Responsibilities:**

1. To provide agreed support to the teacher in the delivery of planned whole class learning activities.
2. To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department.
3. To contribute to the achievement of the school's development plan and its implementation.
4. To plan and prepare lessons.
5. To contribute to the whole school's planning activities.
6. Plan & deliver learning to the assigned class or classes in line with the national requirement & school policies.
7. Evaluate own teaching critically, drawing on development opportunities to improve effectiveness.
8. As a result of teaching and effective use of data, your pupils achieve well in relation to their prior attainment.
9. Identify those with Special Educational Needs, implement planned programmes and seek appropriate support from other professionals.
10. Develop effective use of support staff through coaching and mentoring, to ensure highly effective classroom assistance, which impacts on pupil learning.
11. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, promoting effective behaviour for learning in all contexts so children feel secure and confident as learners, in line with the school's Relationship Policy.

12. Set homework to consolidate and extend learning.
13. Use Planning, Preparation and Assessment (PPA) time effectively. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.
14. Assess and record each pupil's progress systematically in line with school current practice.
15. Mark and monitor class work and homework providing feedback in line with policy and use the results for future planning, teaching and learning.
16. Write/collate high quality and informative individual, positive, honest annual reports to parents/carers and discuss pupil's progress and welfare at parents' meetings and other occasions developing positive relationships.
17. Prepare pupils for National Curriculum Assessments.
18. Undergo basic First Aid training as required.
19. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
20. Co-operate with the employer on all issues to do with Health, Safety and Welfare.
21. Consider promoting and safeguarding pupils' welfare as paramount, and action in accordance with the responsibility 'in loco parentis'.
22. Monitor the social progress of pupils, including the progress in PSHE lessons.
23. Be proactive in helping pupils explore thoughts, feeling and solutions to problems.
24. Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in forming a 'behaviour contract'.
25. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
26. Understand the professional responsibilities in relation to school policies and practices and in so doing actively support and reinforce those policies. E.g. anti-bullying, homework, behaviour.
27. Be aware of the role of the Governing Body.
28. Set a good example around the whole school, in appearance and personal conduct.
29. Establish effective working relationships with other professional colleagues, not only those within school, but those from outside agencies.
30. Attend meetings within the constraints of directed time and contribute to the development of programmes of study and staff share.
31. Assist in the development of the School Curriculum in line with the School's Improvement Plan.
32. Assist in the maintenance of good discipline in and around school.
33. Help to create and implement positive strategies to celebrate diversity and to promote British Value within the context of a strong Christian ethos.

To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:

- School policies and guidelines on the curriculum and school organisation
- County policies
- National Professional Standards for Teachers
- National Standards for Subject Leaders
- The Conditions of Service for School Teachers in England and Wales and with
- locally agreed conditions of employment.
- Common core of skills and knowledge for the children's workforce.

All teachers have a responsibility for providing and safeguarding the welfare of children and young person's s/he is responsible for or comes into contact with.

**The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.**

**SPECIAL FACTORS:**

**Subject to the duration of the need, the special conditions given below apply:**

- a. The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school
- b. Expenses will be paid in accordance with the Local Conditions of Service.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Learn Academies Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

## Person Specification

	Essential	Desirable	How Assessed
<b>Qualifications</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree status</li> <li>• Evidence of participation in further professional development or study.</li> </ul>	✓	✓ ✓	App/Doc App/Doc App/Int
<b>Experience</b> <ul style="list-style-type: none"> <li>• Experience in relevant key stage / year group.</li> <li>• Experience of administering statutory tests and assessment.</li> <li>• Experience of working with multi-agency teams.</li> <li>• Working in a school community in challenging circumstances.</li> </ul>	✓	✓ ✓ ✓	App/Int/ Ref App/Int/ Ref App/Int/ Ref App/ Ref
<b>Ability to work within a professional team and to develop and promote the school's ethos and values within the Primary Phase</b> <ul style="list-style-type: none"> <li>• Evidence of strong classroom practice.</li> <li>• A desire to develop their own practice and be part of an enquiry-based approach to improving teaching and learning.</li> <li>• Evidence of effective planning to meet needs of all groups of pupils.</li> <li>• Committed to development of basic skills day to day classroom practice promoting confident children who are literate and numerate to age-appropriate levels.</li> <li>• Knowledge of the National Curriculum.</li> <li>• Demonstrates high expectations of self and others in all aspects of school life.</li> <li>• Prioritises improving standards and achievement for all groups of pupils and demonstrates significant impact on pupil outcomes.</li> <li>• Relates to and motivates pupils through an understanding of their needs.</li> <li>• Works well within and contributes to team development.</li> <li>• Evidence of commitment to the equality's agenda.</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		App/Ref/Obv App/Int App/Int/Ref App/Ref/Obv App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref Int/Ref App/Int/Ref
<b>Ability to Lead</b> <ul style="list-style-type: none"> <li>• Be a professional role model.</li> <li>• Respond effectively and efficiently to daily challenges, making decisions on the basis of sound judgement.</li> <li>• Experience in using pupil tracking and assessment information to accelerate pupil progress and fully inform next steps of learning.</li> <li>• Have mentoring, motivational and coaching skills.</li> <li>• Experience of identifying need, leading initiatives and evaluating impact of improvements.</li> <li>• Experience of subject leadership.</li> </ul>	✓ ✓ ✓	✓ ✓ ✓	App/Int App/Int App/Int/Obv App/Int App/Int App/Int

<p><b><u>Ability to Communicate Clearly</u></b></p> <ul style="list-style-type: none"> <li>• Good written and oral communication skills</li> <li>• Good presentational and ICT skills.</li> </ul>	<p>✓</p> <p>✓</p>		<p>Ass/Int</p> <p>Ass/Int</p>
<p><b><u>Personal Qualities</u></b></p> <ul style="list-style-type: none"> <li>• Hard working, flexible, enthusiastic, determined and resilient.</li> <li>• Non-judgemental, demonstrate sensitivity and tact – able to develop positive and effective relationships with pupils, parents, staff and outside agencies.</li> <li>• Able to work under pressure and recognise and manage stress.</li> <li>• Ability to use and act on initiative whilst a true team player.</li> <li>• Able to reflect on own practice and take responsibility for own professional development and well-being – seeking and providing support within the team.</li> <li>• Have a 'can do' approach that supports high expectations of self and others.</li> <li>• Sense of humour and fun.</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>App/Int</p> <p>Int</p> <p>App/Int</p> <p>App/Int</p> <p>App/Int</p> <p>App/Int</p> <p>App/Int</p>

**Key for Person Specification:**

App = Application

Form Test = Test

Int-Interview

Pre-Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)

