

Job Description – Class Teacher

Qualified Teacher

(Including Curriculum Subject Leadership – *if the applicant is not an Early Career Teacher*)

Responsible to: Headteacher
Grade: MPS/UPS

This job description may be amended at any appropriate time, following consultation between the Headteacher and the Teacher, and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

Core purpose of post:

- To provide a high-quality educational experience for pupils.
- To provide subject leadership and management of an identified curriculum area
- To contribute to the delivery of the School Plan, supporting the Values based ethos, aims and vision of the school.

Safeguarding Children and Young People

Beecroft Academy is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.

Appointment to this post will be subject to the following pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Professional Registration (for qualified teaching staff)
- Disclosure and Barring Service (DBS) (for all staff and volunteers)
- References (these will be sought before interview)

A start date for successful job applicants will not be confirmed until clearance from all the above checks has been obtained.

Please note that the DBS check will reveal ALL convictions, reprimands, cautions and bind overs even if considered as spent within the Rehabilitation of Offenders Act. As this post is a regulated activity, a DBS check is essential.

General duties and responsibilities

- To carry out the duties of a school teacher as set out in the *School Teachers Pay and Conditions Document*.
- To continue to meet the required standards for Qualified Teacher Status.

Knowledge and Understanding

- Have knowledge of and keep up-to-date with PSHCE, the National Curriculum and the Agreed Syllabus for Religious Education.
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and understand the stages of child development.
- Select and make good use of ICT skills for classroom and management support.
- Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection policies.
- Understand and know how national and local comparative and school data including National Curriculum test data can be used to set clear targets for pupils' achievement.

Planning, teaching and class management

- Plan and deliver the teaching programme for all pupils within the class in relation to PSHCE, the National Curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work.
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching and learning objectives are met.
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Be familiar with the code of practice and identification, assessment and support of pupils with special educational needs.
- Evaluate your own teaching critically to improve effectiveness. Participate in INSET and CPD and share with others.
- Support the school's pastoral system, within the year group, class and with individual pupils.

Monitoring, assessment, recording, reporting and accountability

- Assess and record each pupil's progress systematically with reference to the school's current practice, including the social progress of each child and use the results to inform planning.
- Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
- Provide reports on individual progress to the headteacher and parents as required.
- Contribute to the school's performance management / appraisal process.

Other professional requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Maintain confidentiality at all times in respect of school related matters and prevent disclosure of confidential and sensitive information.

- Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise.
- Comply with school policies and procedures in areas such as assessment, marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings, parental events.
- Undertake any other duties of a similar level and responsibility as may be required by the headteacher.

Curriculum Subject Leadership

Strategic direction and development of the curriculum area

- Develop, promote and ensure implementation of a whole school policy for the specific curriculum area(s) listed above in conjunction with the headteacher.
- Use national, local and school management data effectively to monitor standards of achievement across the school in the allocated curriculum area(s).
- Produce short, medium and long term plans to develop the curriculum area(s) in relation to:
 - Resources
 - Staff professional development requirements
 - The aims of the school, and its policies and practices
 - Targets for realistic but challenging improvements
- Monitor the progress made towards achieving the curriculum area's plans and targets, and use this information to plan future developments.

Teaching and learning

- Plan for and monitor coverage, continuity and progression in the curriculum area(s) throughout the school.
- Ensure that teachers are clear about learning objectives, understand the sequence of teaching and learning in the curriculum area(s) and communicate this to pupils.
- Support and guide colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of pupils.
- Establish and implement clear policies and practises for assessing, recording and reporting on pupil achievement in line with the school policy.
- Evaluate the teaching of the curriculum area(s) in school; use this analysis to identify effective practice and areas for improvement and, in conjunction with the headteacher, take action to improve further the quality of teaching and learning in the subject(s).

Leading and managing staff

- Lead professional development of staff through example and support.
- Ensure trainee staff, newly qualified staff and new members of staff receive appropriate support for the curriculum area(s).
- Work with the SENCo to ensure that IEPs (Individual Education Plans) are used to set targets and that work is matched to pupil need.

Efficient and effective deployment of staff and resources

- Establish resource and staff requirements and inform the headteacher of costs and priorities. Distribute resources to meet the objectives of the school.
- Ensure the effective and efficient management of learning resources.
- Encourage high quality displays in classrooms, and offer advice where necessary.
- Ensure a stimulating but safe working environment in which risks are regularly assessed.
- Construct action plans and bids for the subject.