

JOB TITLE:	Class Teacher
ACCOUNTABLE TO:	Head Teacher
RESPONSIBLE FOR:	Ensuring the role is performed in accordance with the provisions of the most up-to-date edition of the School Teachers Pay and Conditions document and within the range of teachers duties set out in that document.

Key Requirements and Accountabilities:

The specific nature and balance of these responsibilities will vary according to the needs of the school and may be shared.

Role Purpose	The staff and governors of our GST schools promotes the academic and personal growth of all pupils in a nurturing and inspiring environment which reflects the School's Mission based on Christian values of nurture, inspire and flourish. As a Class Teacher you will be an outstanding teacher, who is dynamic, inspirational. You will play a key role in raising the achievement of all pupils. You should always aim for excellence and have high aspirations. The Class Teacher will work with the Headteacher, Deputy Headteacher and SENCO to: • Assist in leading the continuing development of an innovative, creative, broad and balanced curriculum that leads to excellent pupil outcomes. • Lead at least one subject or area of the curriculum and or contribute towards the school development plan. • Raise standards. • Ensure that additional support for children on the SEND Register is effective.
Shaping the Future	• Support the vision, ethos and policies of the School for all pupils irrespective of background, ethnicity, gender or disability. • Ensure that there is continuity across the school and contribute to raising standards to achieve whole school targets. • Contribute to the School Development Plan, monitoring its progress and effectiveness. • Ensure that the School's Behaviour Policy is consistently applied to secure good order and discipline amount pupils to safeguard their behaviour and safety. • Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high-quality teaching • Act strategically to provide early identification of needs and provision map (including interventions) across school.
Teaching and Learning	• Provide an outstanding role model as a classroom practitioner. • Secure and sustain effective teaching and learning and assist in evaluating the quality of teaching and standards of pupil achievement, reporting these to the leadership team. • Monitor and evaluate, in conjunction with other colleagues, the implementation of the curriculum. • Demonstrate good subject and curriculum knowledge. • Demonstrate good subject knowledge in specialist areas.

	• Contribute to the design and provision of an engaging curriculum within the relevant subject areas. • Promote good progress and outcomes by pupils. • Set high expectations which inspire, motivate and challenge pupils. • Plan and teach well-structure lessons. • Promote a love of learning and children's intellectual curiosity. • Impart knowledge and develop understanding through effective use of lesson time. • Adapt teaching to respond to the strengths and needs of all pupils. • Teach in a creative, cross curricular way, wherever possible. • 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. • Manage behaviour effectively to ensure a good and safe learning environment. • Have clear rules and routines for behaviour in classrooms, and take responsibility 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. • Set homework and plan out other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired. • Fulfil wider professional responsibilities. • Be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements. • Ensure that the school's values and rules are reflected in daily practice. • Promote equality as an integral part of the role and to treat everyone with fairness and dignity. • Maintain confidentiality at all times. • Understand the importance of teaching values. • Recognise that health and safety is the responsibility of every employee, to take reasonable care of self and others and to comply with the school's health and safety policy.
Knowledge and Understanding	• Have a good knowledge and understanding of current educational theory and research that underpins practice. • Have a good up to date knowledge of the teaching of specialist subjects, where applicable. • Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. • Positively embrace and explore initiatives and projects to improve standards. • Use ideas from research, other schools, literature, courses to extend and enrich learning. • Encourage and enthuse staff and pupils to explore new ideas and present stimulating activities for broad based learning. • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Promote subjects via displays, events, training, themed weeks, parent workshops. • Engage in ongoing professional development, action research or projects.

	• Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. • 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 pupil's 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 pupil's education at different stages of development. • Demonstrate a critical understanding of development in the subject and curriculum areas and promote the value of scholarship. • 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.
Assessment and Reporting	• Secure assessment procedures and policy, ensuring the successful strategies for on-going day-to-day assessment are embedded in teaching session. • Make accurate and productive use of assessment. • Track, and be accountable for, progress and achievement of pupils. • Have a good knowledge of how to create and analyse class data and what the data is saying. Using the data to establish areas for development and focus pupils. • 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 feedback.
Pupil Progress	• 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. • Accountable for pupils, attainment, progress and outcomes. • Guide pupils to reflect on the progress they have made and their emerging needs. • Demonstrate awareness of pupils' capabilities and their prior knowledge, and plan teaching to build on these. • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. • Encourage pupils to take responsibility and conscientious attitude to their own work and study.
Wider Professional Effectiveness	• 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 achievement and well-being.

	• Set challenging personal targets/objectives, including those related to the continuous professional development. • Actively seek and undertake new or difficult challenges, significantly contributing to a whole school ethos of improvement. • Use inter-personal skills which facilitates effective working relationships with professional colleagues from a range of settings. • Use the outcomes of professional development to improve teaching and learning. • Be aware of standards, expectations and initiatives within the school. • Encourage through example, an efficient school ethos of paced workload and working practices. • Develop new skills to improve teaching and learning and update knowledge. • Have thoroughly and successfully taken responsibility for and addressed targets from threshold assessment and performance management.
Professional Characteristics	• Demonstrate consistently high standards of personal and professional conduct. • Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the 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. • Show regard for the need to safeguard pupils' well-being, in accordance with statutory provisions. • Show 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. • Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • 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. • Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. • Strive to be a positive, resourceful member of the staff team, showing flexibility and adaptability.
General Duties and Responsibilities	• Perform any reasonable duties as requested by the Headteacher or Senior Leadership Team. • Work within the framework of national legislation and in accordance with the provision of the School Teachers Pay and Conditions Documents. • In addition, the post is subject to compliance with the National Professional Standards of Teachers.

Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job profile. You should indicate clearly how you meet these requirements with examples of impact when you fill in your application form and supporting statement.

Essential	Desirable
QUALIFICATIONS AND EXPERIENCE	
Qualified Teacher Status or Qualified Teacher Learning and Skills Status (QTS, QTLS or ECT). Understanding of multicultural education to ensure that classroom organisation and practices do not discriminate. Knowledge of strategies which are necessary to promote outstanding learning and progress.	Understanding of multicultural education to ensure that classroom organisation and practices do not discriminate. Knowledge of theory and practice in providing child-centred education. Knowledge of cross curricular teaching.
SKILLS AND ABILITIES	
Ability to plan and prepare a programme of work for the delivery of the curriculum to children in a particular age range. Ability to select appropriate resources to create stimulating learning environment. Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school. Ability to relate well to parents and encourage their participation in the education process. Ability to utilise the potential of ICT in classroom teaching and learning, and for professional purposes.	Ability to assess the progress of individual pupils and maintain appropriate records of achievement. Ability to communicate effectively and confidently with others including parents, governors and other members of staff.
PERSONAL QUALITIES	
Have a clear philosophy of education. Be a committed team player. Have a commitment to the equality of opportunity and inclusion. Have an awareness of health & safety in the workplace. Have a total commitment to encouraging pupils to do the very best that they can. Be well organised and able to work to deadlines. Be very energetic and enthusiastic with a good sense of humour.	Have a breadth of experience or interest in community or other affairs relevant to children or young people.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an enhanced DBS check.