



CLASS TEACHER

Responsible to: Headteacher

Grade: Main Pay Scale / Upper Pay Scale

Contract: Permanent

PURPOSE OF POST:

To facilitate and encourage learning which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the well-being, education and discipline of all pupils

DIMENSIONS:

Accountable for:

Pupils: All pupils

Staff: None

Resources: All physical resources they use including classrooms, teaching materials and ICT equipment

PRINCIPAL ACCOUNTABILITIES:

Planning, Teaching and Class Management

1. Plan and deliver the teaching programme for all pupils within the class in relation to PSHE, the National Curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work.
2. Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
3. Make effective use of assessment information on pupils' attainment and progress and in planning future lessons.
4. Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching and learning objectives are met.
5. Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
6. Use a variety of teaching and learning styles to keep all pupils engaged.

7. Be familiar with the code of practice and identification, assessment and support of pupils with special educational needs.
8. Evaluate your own teaching critically to improve effectiveness.

Monitoring, Assessment, Recording, Reporting

1. 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.
2. Mark and monitor class work and homework, providing constructive feedback and setting targets for future progress.
3. Provide reports on individual progress to the Headteacher and parents as required.

Pastoral Duties

1. At all times ensure that pupils are subscribing to school policies in terms of behaviour, appearance, academic work and social interaction and follow the guidelines given in the staff handbook if any pupil is infringing these policies.

Other Professional Requirements

1. Establish and maintain effective working relationships with professional colleagues and parents.
2. Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
3. Be aware of the need to take responsibility for your own professional development.
4. Maintain confidentiality at all times in respect of school related matters and prevent disclosure of confidential and sensitive information.
5. Undertake any other duties of a similar level and responsibility as may be required.
6. Work collaboratively to support the positive promotion of the Trust and School to colleagues, parents, stakeholders and the wider community.

Resource Management

1. To take a shared responsibility to ensure the accommodation in which teaching takes place is vibrant and conducive to learning
2. To ensure that all department resources used are kept in good order and any defects are quickly reported to the Head of Faculty.

Knowledge and Skills

At all times, there must be demonstrable knowledge and understanding of:

- The principles and practices of excellent learning and teaching
- Have knowledge of and keep up-to-date with, the National Curriculum, PSHE 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.

- The use of past and current pupil data in order to improve
- Statutory requirements and recent developments in terms of government initiatives and policy
- 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.

Curriculum Subject Leadership

1. Develop, promote and ensure implementation of a whole school policy for the specific curriculum area(s) listed above in conjunction with the head teacher.
2. Use national, local and school management data effectively to monitor standards of achievement across the school in the allocated curriculum area(s).
3. 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
4. Monitor the progress made towards achieving the curriculum area's plans and targets, and use this information to plan future developments.

Teaching and Learning

1. Plan for and monitor coverage, continuity and progression in the curriculum area(s) throughout the school.
2. 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.
3. 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.
4. Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement in line with the school policy.
5. 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 head teacher, act to improve further the quality of teaching and learning in the subject(s).

Efficient and Effective Deployment of Staff and Resources

1. Establish resource and staff requirements and inform the head teacher of costs and priorities. Distribute resources to meet the objectives of the school.
2. Ensure the effective and efficient management of learning resources.
3. Encourage high quality displays in classrooms, and offer advice where necessary.
4. Ensure a stimulating but safe working environment in which risks are regularly assessed.

Personal Qualities:

Self-Awareness	Social Awareness
Accurate self-assessment	Empathy
Self-confidence	Organisational awareness
	Service orientation
Self-Management	Relationship Management
Transparency	Developing others
Adaptability	Change catalyst
Achievement orientation	Influence
Initiative	Conflict management
Optimism	Team work and collaboration

Personal Contacts:

External: Contractors, suppliers, parent and relevant health professionals

Internal: Students, staff, Governors, parents and any other visitors to the school

Context:

All classroom teachers are role models to pupils within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2012.

The Job-holder will ensure that Chiltern Learning Trust's policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act (2018)

This job profile needs to be read in conjunction with the generic job description for teachers.

Chiltern Learning Trust is committed to working in wider partnership, which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

Safeguarding Children

CONTEXT:

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended). Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in schools.

PERSON SPECIFICATION

TEACHER

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirability (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching in the relevant subject area. Using data to inform target setting and planning.	1,2 1,2	Working with children with English as an Additional Language.	1,2
Skills/ Abilities	Ability to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies). Ability to form and maintain appropriate relationships and person boundaries with children and young people. Ability to use new technology to support both the curriculum and work organisation. Ability to work as part of, and contribute to, a whole school, multi-disciplinary team. Ability to monitor and evaluate teaching and learning. Ability to identify the necessary resources which ensure high quality teaching and learning. Ability to assess the needs of individuals to inform lesson planning. Ability to deliver high quality lessons, evaluate the impact	1,2 1,2 1,2 1,2 1,2 1,2,5 5	Ability to coach and mentor others.	1,2

	of these and develop future planning accordingly.			
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Attributes	Essential	How Measured	Desirable	How Measured
Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2,5 1,2		
Specialist Knowledge	Subject/KS curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status Evidence of ongoing continuing professional development.	4 1.2	Evidence of meeting the threshold standards. Sustained and substantial performance in the threshold standards.	1,2 1,2
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons. Willingness to work in both this school and our partner school if required.	1,2 1,2		

1 = Application Form	2 = Interview	3 = Test
4 = Proof of Qualification	5 = Practical Exercise	

We will consider any reasonable adjustments under the terms of the Equality Act (2010), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Jobholder will ensure that the Trust's policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)
- (iv) Code of Conduct