



Class Teacher with TLR 2b – Oracy and EAL Lead

Job Description

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Job Purpose:

To promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you. Principally but not exclusively by teaching as a class teacher, in accordance with the aims and policies of the school.

Duties and responsibilities:

General

1. Planning and preparing work for pupils assigned to you.
2. Teaching, according to their educational needs, the pupils assigned to you, including the setting and marking of work carried out by these pupils.
3. Assessing, recording and reporting on the development, progress and attainment achieved by those pupils assigned to you.
4. Communicating and consulting, in accordance with school policy, with the parents of pupils you are assigned to teach.
5. Participating in any arrangements within an agreed national framework for the appraisal of your performance.
6. Reviewing from time to time your methods of teaching and programmes of work.
7. Participating in arrangements for your further training and professional development as a teacher as appropriate.
8. Taking all reasonable steps to maintain good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on school premises, and when they are engaged in authorised school activities elsewhere.
9. Participating as appropriate in meetings at the school, which relate to the curriculum, administration or organisation of the school.
10. Participating in arrangements, as appropriate, for preparing pupils for assessment approved by the Secretary of State; recording and reporting such assessments.
11. Participating in an equitable system of cover.
12. Attending assemblies unless a dispensation has been granted, registering the attendance of pupils and supervising whether these duties are to be performed before, during or after school sessions in accordance with school policy.

Specific

1. To develop a thorough understanding of the schools' policies, the Requirements of the National Curriculum and guidelines.
2. To manage the classroom as a stimulating well-ordered environment where resources are organised to maximise opportunities for pupil independence.
3. To contribute fully to year group/phase group matters, particularly relating to collaborative short term planning.
4. To assess and monitor the progress of individual children in all areas of the curriculum.
5. To keep up to date the pupil records for each pupil in the class following school policy.
6. To make provision for Special Needs (the very able, talented, slow learners, children with language, behavioural, physical difficulties) ensuring that all children are given the opportunity to fulfil their potential.
7. To deal with other returns and requests for information about children in the class as required.
8. To contribute to references and reports to outside agencies in consultation with colleagues.
9. To ensure that the register is marked punctually and kept up to date as required by law. All absences should be accounted for by notes from parents or carers, and any problems reported to the head teacher or her delegate.
10. To implement the school behaviour policy.
11. To help pupils with individual guidance as necessary.
12. To attend and at times lead assemblies unless a dispensation has been granted.
13. To work with middle and senior leaders to ensure that all pupils perform to their expectations at the end of the key stage assessments.

Other

1. To lead and promote high quality oracy opportunities beyond the classroom, ensuring pupils apply confidently and showcase their speaking and listening skills confidently in a range of context across school and the wider community.
2. Ensure oracy provision supports early language acquisition in EYFS.
3. Lead a whole school approach to vocabulary development, ensuring pupils are explicitly taught, practised and encouraged to use ambitious and precise language in speech.
4. To ensure pupils are with English as an additional language are fully supported to develop confidence and competence in spoken English, while valuing and building upon their home language and cultural identities.