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| Job Title: | Class Teacher |
| Grade: | SP 1-9 (Outer London) |
| Contract type: | Full-time - Permanent |
| School: | Elm Park Primary School /RJ Mitchell Primary School |
| Reports To: | Head of School |
| Responsible for: | The high quality education and welfare of a class pupils in the school. |
| Staff Managed: | Teaching support staff within the phase |

Main purpose

To be responsible for achieving the best possible standards in work and conduct for all pupils in the class and to promote and safeguard the welfare of all pupils within the school.

Duties and responsibilities:

All Teachers are required to carry out the duties of a school teacher as set out in the current 'School Teachers' Pay and Conditions Document' and all Teachers job descriptions are linked to the DfE Teachers' Standards 2012. Teachers' work performance will be assessed against the Teachers' Standards as part of the performance management process.

The post holder shall:

Set high expectations which inspire motivate and challenge pupils

- Teach pupils across the age and ability range
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and take into account analysis of these data
- Prepare, develop and deliver teaching programmes using materials and techniques which will engage and stimulate pupils of all abilities.
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback, reflect on progress and take a responsible and conscientious attitude to their own work and study.

Promote good progress and outcomes by pupils

As a class teacher:

- Monitor the personal and social development, health and welfare of each pupil in the class
- Have a thorough knowledge of all pupils in the class through data provided, and contact with pupils, parents and staff colleagues as appropriate
- Be aware of the relevant curriculum for all pupils in the class and monitor the academic progress of pupils through their reports, studies, grades and contact with other teachers.
- Encourage and be aware of the involvement of pupils in the school's extracurricular activities.
- Be aware of pupils' capabilities and prior knowledge. Plan teaching to build on these, demonstrating knowledge and understanding of how

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pupils learn.

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions and to underpin good quality teaching and learning.

Demonstrate good subject and curriculum knowledge

- Maintain a secure up-to-date knowledge of relevant subject areas through participation in training and development opportunities identified by the school or as an outcome of the appraisal process.
- Deliver the curriculum as relevant to the age and ability of the pupils.
- Set appropriate homework in line with school policy and the homework timetable.
- Support the development of pupils' reading, writing, mathematics and communication skills through the curriculum.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English at all times.

Plan and teach well-structured lessons

- Contribute to the development of schemes of work.
- Engage in short, medium and long term planning of lessons and sequences of lessons.
- Demonstrate a clear understanding of appropriate teaching strategies relevant to the age and abilities within the group.
- Plan and undertake enrichment & extension activities where possible to consolidate and extend the knowledge and understanding pupils have acquired.

Adapt teaching to respond to the strengths and needs of all pupils

- Monitor the progress of groups to close any gaps between them.
- Teach appropriately differentiated/scaffolded lessons which will enable pupils of lower ability to engage with the subject and learn effectively as well as challenge and stretch pupils of higher ability.

Make accurate and productive use of assessment

- Use formative and summative assessment opportunities to maximise pupils' progress.
- Use relevant data to monitor progress, set targets, set homework and plan subsequent lessons.

Manage behaviour effectively to ensure a good and safe learning environment

- Implement whole school strategies to support behaviour for learning.
- Carry out morning/afternoon and break time duties as directed.
- Establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively as necessary.
- Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.
- Promote and safeguard the welfare of all pupils within the school, raising any concerns in accordance with the school's protocols and procedures.

Fulfil wider professional responsibilities

- Support the school's Initial Teacher Training/Early Career Teacher activities as appropriate.
- Take opportunities to develop professionally and share good practice to develop consistently high standards of teaching and learning.
- Work collaboratively with our partner schools to support pupils' transition.
- Facilitate the work of support staff to enhance pupils' progress.
- Work collaboratively with parents and carers to support pupils' progress.
- Support pupils to develop wider key skills
- Uphold all school and Aspire Learning Federation policies.
- Attend and actively participate in meetings.
- Make a positive contribution to the wider life and ethos of the school.

A class teacher will also develop professional responsibilities for a curriculum subject area. The subject lead shall:

- Support, motivate and advise staff and TLR/SLT post holders and work alongside them in the development of their classroom practice and expertise in their given subject area, to ensure high standards of learning and teaching throughout the school.
- Advise on establishing clear expectations and encourage constructive working relationships among staff encouraging team working and mutual support.
- Assist in the professional development of colleagues through leading by example and good classroom practice.
- Disseminate information to the staff and provide INSET to promote staff development and improve classroom practice. Support and advise the CPD Coordinator of professional development of self and others relevant to subject focus.
- Contribute to the development of a cohesive and effective long term plan in your subject.
- Ensure that medium term planning meets all NC requirements.
- Maintain an up-to-date knowledge of local and national initiatives by attending relevant courses.
- Contribute to action planning in their subject for school improvement purposes.

General

- Take part in the school performance management system, evaluating one's own performance and planning and carrying out personal professional development.
- Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the working environment.
- Work in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours.

Equal Opportunities

- We aim to promote and ensure equality of opportunity and equal treatment for all.

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Safeguarding

- Having Schools are committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment.
- The protection of our students from abuse is the responsibility of all staff within our school, superseding any other considerations.
- Having Schools comply with the Department for Education 'Safeguarding Children and Safer Recruitment in Education Settings 2007' guidance and all potential employees will undergo vigorous vetting checks to ensure their suitability.

Rehabilitation of Offenders Act 1974

- This post is exempt from the Rehabilitation of Offenders Act 1974; the successful applicant will be expected to undertake a satisfactory disclosure.

Notes

- The Executive Headteacher will decide the precise role of the Office Manager job role and responsibilities within individual schools in the federation, in consultation with the Head of School and other members of the Senior Leadership Team.
- The federation expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the postholder may be expected to carry out work that is not specified in the job description but which is within the scope of the duties and responsibilities

Signed Date

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Person Specification

| | Essential | Desirable |
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| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status • Degree | <ul style="list-style-type: none"> • Evidence of continuous professional development • NPQML/NPQLT • Ambition to become a middle leader |
| Experience | <ul style="list-style-type: none"> • Experience of teaching at least 2 year groups across a phase EY/KS1/KS2 | <ul style="list-style-type: none"> • Teaching experience across the whole primary age range • Experience of teaching and administering Key Stage 2 Statutory Assessment • Experience of leading a subject area or year group |
| Knowledge & Understanding | <ul style="list-style-type: none"> • Understanding of EY/KS1/KS2 National Curriculum • Ability to deliver well planned and stimulating lessons across the curriculum and ability range. • Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice. • Knowledge of what constitutes effective teaching and learning including different styles of learning • Evidence of planning, organisation, implementation, assessment and record keeping • Ability to support less able children and extend the more able • Knowledge of current educational trends and initiatives • Knowledge of SEN Code of Practice | <ul style="list-style-type: none"> • Specific expertise and enthusiasm for planning and teaching a creative, cross curricular approach • Understanding of strategies and methodologies for quality first teaching |
| Skills | <ul style="list-style-type: none"> • Consistently good EY/KS1/2 teacher • Ability to maintain an orderly, attractive and well managed classroom High expectations | |

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| | <p>of pupils to do their very best and make significant progress</p> <ul style="list-style-type: none"> • Ability to help pupils become independent learners • Competency in ICT and ability to use ICT across the curriculum • Well organised and good communication skills • Ability to establish sound professional relationships with children, colleagues, parents and community | <ul style="list-style-type: none"> • Willingness and ability to contribute to whole school development • Willingness and ability to contribute to extra curricular activities |
| Equal Opportunities | <ul style="list-style-type: none"> • Commitment to Inclusion and diversity | |
| Other Requirements | <ul style="list-style-type: none"> • Adaptability • Flexibility • Energy, enthusiasm and warmth • Hard working • A can do attitude | |