

Whitegrove Primary School

Class Teacher Job Description – Primary

Post:	Class Teacher (Primary)
Reports to:	Headteacher
Liaising with:	Headteacher, Leadership Team, Business Manager, Governing Body members, Staff, Pupils, Parents/Carers, External agencies/professionals
Special notes:	The post holder is responsible for managing support staff in his/her class, to ensure the impact of teaching and learning.
Main Purpose:	Carry out the professional duties of a teacher as circumstances may require and in accordance with Whitegrove’s policies and ethos under the direction of the Headteacher.

Key Functions:

- Take responsibility for a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed in this document.
- Carry out the professional duties covered by the latest School Teachers’ Pay and Conditions document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers
- Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
- Maintain the positive ethos and core values of Whitegrove Primary School both within the academy and the wider community

Specific Responsibilities:

The main responsibilities of the post are to:

- teach a class of pupils as directed by the Senior Leadership Team
- attend relevant INSET/CPD opportunities and keep up with current educational thinking and practice
- to work with the multi-disciplinary team
- provide leadership in the development and management of a curriculum area as directed by the SLT
- demonstrate a high standard of classroom management and practice and teach within the framework of Whitegrove Primary School’s policies and guidelines paying particular attention to equal opportunities and behaviour management
- implement Whitegrove Primary School’s positive behaviour management strategies in accordance with the behaviour management policy
- implement agreed policies and guidelines
- support initiatives taken by the Headteacher and SLT
- assess pupil achievement and plan for future learning
- plan appropriately to meet the need of all pupils, through the differentiation of tasks
- keep appropriate and efficient records, integrating formative and summative assessment into planning

- work with SLT and other colleagues to track the progress of individual children and intervene where pupils are not making progress
- lead and manage support staff within the classroom ensuring the appropriate deployment of colleagues within the room
- demonstrate excellent classroom teaching.
- plan for, organise and maintain a stimulating classroom environment appropriate to the needs, age and level of development of the pupils, which facilitate learning.
- be responsible for safeguarding the health and wellbeing of the pupils, actively promote the development of personal and social skills and provide emotional support in a way that accords with the pupils' age and level of development within the stated aims of the school.
- engage in and maintain a dialogue with parents/carers, therapists and other professionals about teaching and learning and progress of pupils in the allocated class.
- participate in school activities, meetings, discussions and management systems necessary to co-ordinate the work of the school as part of the statutory 1265 hours directed time.
- report to parents/carers on the development, progress and attainment of pupils
- make effective use of ICT to enhance learning and teaching
- work with the Senior Leadership Team in implementing the Whitegrove Development Plan.
- promote the agreed school ethos, attitudes and values in all aspects of work with pupils, colleagues, support staff, parents/carers and visitors.
- Promote the school and celebrate its success at every opportunity
- comply with and actively implement Whitegrove school policies regarding Health & Safety, Equal Opportunities, Safeguarding and Behaviour Management.
- participate in training and the implementation of health care practises.
- have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures and Whitegrove's safeguarding policy.
- maintain an up-to-date knowledge of curriculum and relevant SEN issues through INSET, wider professional development and research.
- be responsible for an area of the curriculum (to be negotiated) preparing a subject development plan for the area in consultation with colleagues/SLT.
- lead the development and implementation of policies, schemes of work and other initiatives in that subject area
- work with colleagues to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and pupils being taught
- provide guidance and support to teachers in the subject area on planning, delivery, appropriate teaching approaches and resources by means of meetings, working alongside individual teachers, and school-based INSET.
- monitor and evaluate planning, quality of teaching, and pupil progress in the allocated curriculum area.
- maintain up-to-date subject knowledge and knowledge of national and academy requirements and guidance in the allocated curriculum area.
- participate in and support the performance management policy
- carry out other tasks as reasonably requested by the Headteacher.

Person specification

	Essential	Desirable
Qualifications	First Degree Primary teaching qualification (e.g. QTS)	Further training and CPD NPQs or similar Masters degree
Experience	Experience of working/ training in two different year groups and settings. Experience of working with children with additional needs or EAL	Subject leader experience Other leadership experience, including that gained from outside teaching or voluntary work
Skills	A positive, can do attitude toward own learning and that of others. Strong sense of initiative Good team player Robust IT skills Experience of using an IWB Lesson planning skills Good interpersonal skills Strong pastoral skills Skills to lead and direct LSAs Ability to differentiate for the differing needs of learners including SEND, PPG, EAL and more able	Experience of working effective with parents and other agencies. Able to bring skills and interests from outside school into learning opportunities, e.g. hobbies, sport, music, outdoor education, art and so on.
Knowledge	Good knowledge of the primary curriculum, including maths and English Knowledge and ability to use assessment and feedback effectively to move learning onwards.	Ability to lead a primary subject now or in the future Ability to lead training or CPD now or in the future. Know of Zones of Regulation
Other	Willingness to participate fully in school events such as trips, clubs and fundraising events	Ability to lead assembly or similar whole school events