



## **BIDSTON AVENUE PRIMARY SCHOOL**

**Job Title:** Class Teacher

**Responsible to:** TLR Line Manager, AHT, DHT and HT

### **The Class Teacher is responsible for and must demonstrate the following:**

- The safety and well-being of the children.
- The increasing positive impact in pupil progress;
- The increasing quality of teaching and learning.
- The increasing standards of behaviour and discipline.
- The increasing positive impact on wider outcomes for pupils;
- The improvement in teaching skill & practice;
- The increasing contribution to the work at the school;
- The increasing impact on the effectiveness of staff and colleagues.

### **OVERALL RESPONSIBILITY**

- To carry out the professional duties of a school teacher in accordance with the requirements of the Conditions of Employment of School Teachers.
- To plan, develop and deliver high quality lessons and schemes that are broad, balanced, relevant and adapted using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the Area Child Protection & Safeguarding Procedures.
- To maintain and build upon the teacher standards as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes.
- To promote and demonstrate our school values and work towards the school vision.

### **SECTION 1 - GENERAL TEACHING DUTIES**

#### **Teaching and Learning:**

1. Manage pupil learning through effective teaching in accordance with the planning, schemes of work and policies.
2. Teach a broad-based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
3. Ensure continuity, progression and cohesiveness in all teaching.

4. Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs, and ensure equal opportunity for all pupils.
5. Support individual learning through appropriate adaptation, including pupils on individual subject gifted and talented registers, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
6. Be responsible for a designated classroom/teaching area and supervise associated resources.
7. Direct the use of any support staff or class helpers (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
8. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
9. Plan and provide structured learning opportunities, which engage pupils' interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
10. Use the allocated PPA time to plan effective lessons which have clear learning aims, success criteria and learning outcomes, and lesson content and appropriately structured/adapted subject matter that matches the needs of the pupils.
11. Lesson time and resources should be used effectively.
12. Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
13. Establish and maintain a high standard of discipline using praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
14. Employ homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
15. Provide a challenging, yet supportive learning environment which stimulates maintains and develops lively enquiring minds (high challenge / low threat).
16. Employ clear presentation and good use of resources.
17. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
18. Write, Implement and keep records for Personal Plans / Individual Education Plans.
19. Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
  - a. have SEND;
  - b. are gifted and talented;
  - c. are not yet fluent in English;
  - d. are considered a vulnerable group within your class (e.g., white British girls).
20. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
21. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.

22. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
23. Develop in pupils the school and good moral values, which can form a framework for a sense of own worth, and relationships with others, so as pupils become responsible members of society.
24. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also, to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
25. Develop in pupils an appreciation of human achievements, failures and aspirations.
26. Develop in pupils, positive attitudes towards, and concern for, the environment.

### **Monitoring, Assessment, Recording, Reporting**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning.
4. Write high quality and informative reports to parents/carers and direct support staff in the collation process.
5. Discuss pupils' progress and welfare with parents/carers - both formally, e.g., at parent's evenings and informally at other times.
6. Contribute towards the implementation of IEPs as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
7. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
8. Prepare pupils for National Curriculum Assessments, as necessary.
9. Carry out or support senior colleagues in the administering of National Curriculum Tests, as necessary. This includes supervision/invigilation of the tests if carried out in the normal classroom with the normal class.

### **Curricular Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and any relevant key performance indicators and specifications for all relevant areas of the Curriculum.
2. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
3. Keep up-to-date with research and developments in pedagogy and curriculum content and use this within the classroom setting.
4. Support the ongoing developments in all subjects.
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

### **Professional Standards and Development**

1. Attend and participate in open/parents' evenings, parent workshops information meetings and pupils' performances and awards evenings.
2. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
3. Be aware of the role and functions of the Governing body.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the school, in their appearance and their personal conduct (see dress code).
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Establish effective working relationships with other professional colleagues, not only those within the school, but also those from outside agencies concerned with pupils' education and welfare, e.g., educational psychologists.
7. Assist in the development of the School Curriculum in line with the School's Improvement plan.
8. Assist in the maintenance of good discipline in and around the school.
9. Cover for absent colleagues as is reasonable and in line with present government regulations. Current regulations state that cover must be allocated on an equitable basis, and that no more than 38 hours of cover should be required within an academic year for any individual teacher.
10. Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the school.

### **Health and Safety**

1. Be responsible for health & safety and good-housekeeping in and around the classroom.
2. Undergo Basic First Aid training and update courses.
3. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
4. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

### **Continuing Professional Development - Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Attend face to face Child Protection training (L1) every three years.

8. Maintain a professional portfolio of evidence (Bluesky) to support the Performance Management / teaching and learning review process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially ECTs and ITTs.

## **SECTION 2 – SPECIFIC PASTORAL DUTIES**

### **Support, Guidance, Monitoring and Reporting**

1. Consider the pupils' welfare as paramount and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE lessons.
3. Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

### **Rewards and Sanctions**

1. Inform, reinforce and implement the 'Code of conduct' and/or 'School Rules' and the 'Behaviour Policy'. Class teachers have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the school.
2. Oversee the collation of records of all rewards and incidents of inappropriate behaviour relating to pupils in the class.
3. Check daily that correct uniform/standard of dress is worn and to take action when necessary.
4. Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in forming a 'behaviour contract'.

### **Liaising with Others**

1. Consider, carefully, who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
2. Consider, carefully, issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform appropriate learning and behaviour managers about social or behavioural issues related to pupils.
4. Contact parents to report transgressions or rewards, if appropriate, after proper consultation with TLRs, Deputy Head or the Headteacher.
5. Be able to liaise with agencies, including 1 to 1 tutors, responsible for pupils' education & welfare providing the appropriate accurate information.
6. Keep up-to-date with Child Protection Procedures and notify the 'safeguarding officer' (or other SLT member) of any concerns about a child.

### **Representing Pupils**

1. Act on behalf of pupils when appropriate.
2. Speak for or act 'on behalf of' a pupil, e.g., at a disciplinary meeting.

### **General Tasks**

1. Set a prompt and structured start to the morning and afternoon sessions.
2. Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly.

3. Participate in and deliver key stage & class assemblies, where required.
4. Attend the relevant assemblies as requested by the Headteacher - unless withdrawing on the grounds of conscience or religion. Some assembly times may be used to free certain staff to develop the Curriculum or for CPD.
5. Participate in the formulation and execution of learning policies.
6. Organise class participation in School events.

**Administration: (Registration, Absences, Lateness)**

1. Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy on attendance.
2. Collect absence letters and to pass these on to the appropriate attendance admin assistant for recording and filing.
3. Contribute to the monitoring of the pupils' attendance/absence and lateness records. The attendance admin assistant and Headteacher/SLT will also contribute to this process.
4. Support the attendance admin assistant in contacting parent/carers either by letter or telephone in cases of unexplained absence on the third day.
5. Distribute information, such as newsletters, timetables, etc.
6. Collate any reports from other staff and check for accuracy, spelling and grammar. Pass the reports on to the Headteacher for his comments, and to finally distribute them to the class.

**SECTION 3 – Subject Leadership**

1. To assume the responsibility as Subject leader / co-ordinator for an area of the curriculum ensuring direction and development of the subject within the school (unless ECT).
2. Teachers in the upper pay range are expected to make a particular contribution to building team commitment in line with statutory requirements to meet threshold standards. In particular, teachers within the Upper Pay Range will:
  - a) Provide a role model for professional practice in the school
  - b) Make a distinctive contribution compared with other teachers
  - c) Contribute effectively to the wider team.  
(see the criteria for Upper Pay Range Threshold)

---

This job description will be reviewed and may be subject to amendment or modification at any time. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of Bidston Avenue Primary School in relation to the post holder's professional responsibilities and duties.

**All teachers must give due consideration to the following documents:**

- Teachers Standards;
- Performance Appraisal Policy for Teachers
- Bidston Avenue Primary School - An approach to raise standards of teaching & learning through performance management;

The documents may clarify, in greater detail, what is expected of teachers at various levels and what enhanced practice, established practice, requires improvement and inadequate practice looks like.

Compiled by: Headteacher	Signed: Date:
Approved by:	Signed: Date: