



Job Title: **Class Teacher Job Description**
Post Holder:
Line managed and supported by:

The Class Teacher will;

Relationships with Children;

- Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Be responsible for promoting and safeguarding the welfare of children for whom he or she is responsible or with whom he or she comes into contact

Frameworks;

- Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and Working with Others;

- Communicating effectively with children and colleagues.
- Communicating effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

Personal Professional Development;

- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Teaching & Learning;

- Have a good up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment & Monitoring;

- Know the assessment requirements and arrangements for the subjects/ curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects & Curriculum;

- Have a secure knowledge and understanding of their subjects / curriculum areas and related pedagogy including the contribution that their subjects / curriculum areas can make to cross curricular learning and recent relevant developments.
- Know and understand the relevant statutory and non- statutory curriculum and frameworks, including those provided through the National Strategies, for their subjects / curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy Numeracy & ICT;

- Know how to use skills in literacy, Numeracy and ICT to support their teaching and wider professional activities.

Achievement & Diversity;

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistics influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with the responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies

Health & Well-being;

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Planning;

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a series of lessons informed by secure subject / curriculum knowledge.
- Design opportunities for learners to develop their literacy, Numeracy, ICT and thinking and learning skills, appropriate within their phase and content.
- Plan, set and assess homework, other out of class assignments and coursework for examinations, where appropriate, to sustain learners progress and to extend and consolidate their learning.

Teaching;

- Teach challenging, well organised lessons and sequences of lessons across the age and ability range they teach.
- Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners needs and take practical account of diversity and promote equality and inclusion.
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- Develop concepts and processes which enable learner to apply new knowledge, understanding and skills.
- Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly and using explanations, questions, discussions and plenaries effectively.
- Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well grounded expectations of learners and designed to raise levels of attainment.

Assessing, Monitoring & Feedback;

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners' colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing Teaching & Learning;

- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning Environment;

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learner feel secure and sufficiently confident to make an active contribution to learning at the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities and extend learning through out of school contexts where possible making links between in school learning and learning in out of school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control, independence of learners.
- Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills.

Team Working & Collaboration;

- Work as a team to identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Post Threshold

The Post Threshold Teacher, in addition to the Core Standards, will;

Frameworks;

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Professional Knowledge & Understanding;

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment & Monitoring;

- Have an extensive knowledge and well informed understanding of the assessments requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
- Have up to date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects & Curriculum;

- Have up to date knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health & Well-being;

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children.

Planning;

- Be flexible, creative and adept at designing learning sequences, within and across lessons, that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching;

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team Work & Collaboration;

- Promote collaboration and work effectively as a team member.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.

Classroom Teacher**Person Specification**

	Essential	Desirable
Initial Qualifications	Qualified Teacher Status	
Further Qualifications/Professional Development	Recent relevant training in current educational practice.	
Experience	Classroom teacher or NQT with successful teaching practice with more than one year group.	Willingness to accept responsibility beyond class teacher role.
Skills & Abilities	<p>The ability to demonstrate high standards of teaching and learning.</p> <p>The ability to plan, monitor, evaluate and review.</p> <p>Knowledge of the primary curriculum.</p> <p>Ability to creatively organise curriculum enhancement opportunities.</p> <p>Ability to work as part of an effective team.</p> <p>Ability to use a range of strategies to maximise progress and achievement for all children including pupils with special educational needs and gifted and talented pupils.</p> <p>Ability to communicate effectively orally and in writing.</p> <p>Ability to contribute new ideas to further teaching & learning and to enhance the curriculum.</p> <p>Ability to manage workload.</p>	<p>Evidence of demonstrating good practice to others.</p> <p>Willingness to undertake an extra curricular/after school club</p>
Other	<p>A commitment to involve parents, governors and the community in the work of the school.</p> <p>Promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Developing professional skills and knowledge through induction and continuing professional development</p> <p>Awareness, understanding and commitment to equal opportunities.</p>	