

JOB DESCRIPTION

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| JOB TITLE: | Classroom Teacher |
| RESPONSIBLE TO: | Headteacher |
| LOCATION: | Fleetdown Primary Academy |
| PAY RANGE: | Teacher Pay Scale |
| SUPERVISORY RESPONSIBILITIES: | In-class Associate Teacher where appropriate |

OVERALL RESPONSIBILITY

- To follow the Teachers' Standards
- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject area curriculum 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 Every Child Matters agenda and County Child Protection Procedures.
- To maintain and build upon the standards achieved in the award for QTS (Primary) as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.

MAIN ROLES AND RESPONSIBILITIES

SECTION 1 - GENERAL

Teaching and Learning

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

- 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.
- Support individual learning, including pupils on individual subject gifted and talented registers, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Be responsible for a designated classroom/teaching area and supervise associated resources.
- 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.
- Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
- 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.
- Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
- Have high expectations of the pupils' behaviour, academic and social abilities, and set clear

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| | <p>targets that are both realistic, measurable and which build upon prior knowledge or attainment.</p> <ul style="list-style-type: none">• Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.• 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.• Provide a challenging, yet supportive learning environment which stimulates maintains and develops lively enquiring minds.• Employ clear presentation and good use of resources.• 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.• Implement and keep records on school provision mapping.• Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:<ul style="list-style-type: none">• have SEN;• are gifted and talented;• are not yet fluent in English;• are disabled;• are eligible for Pupil Premium.• 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.• Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning. |
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| | <ul style="list-style-type: none"> • Value application, perseverance, initiative and independence of thought and action, as well as co- operative endeavours. • Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so that pupils become responsible members of society. • 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. • Develop in pupils an appreciation of human achievements, failures and aspirations. • Develop in pupils, positive attitudes towards, and concern for, the environment. |
| <p>Monitoring, Assessment, Recording, Reporting</p> | <ul style="list-style-type: none"> • Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge. • Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents. • Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning. • Write high quality and informative annual reports to parents and carers and direct support staff in the collation process. • Discuss pupils' progress and welfare with parents and carers - both formally, e.g. at parent's meetings and also informally at other times. • Assess pupils' work systematically and use the results to inform future planning, teaching and |

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| | <p>curricular development, giving pupils both oral and written feedback.</p> <ul style="list-style-type: none"> • Prepare pupils for National Curriculum Assessments. • Carry out or support senior colleagues in the administering of National Curriculum Assessments. |
| <p>Curricular Knowledge and Understanding</p> | <ul style="list-style-type: none"> • Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and specifications for all relevant areas of the Curriculum. • Have a good knowledge of any other statutory requirements related to pupils' education or welfare. • Keep up to date with research and developments in pedagogy and curriculum content. • 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. |
| <p>Professional Standards and Development</p> | <ul style="list-style-type: none"> • Attend and participate in parent consultations and pupil performances. • 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. • Be aware of the role and functions of the Governing body. • 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. |

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| | <ul style="list-style-type: none"> • Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning. • 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. • Assist in the development of the School Curriculum in line with the School's Development Plan. • Assist in the maintenance of good discipline in and around the School. • 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. • 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. |
| <p>Health and Safety</p> | <ul style="list-style-type: none"> • Undergo Basic First Aid training and update courses. • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. • Co-operate with the employer on all issues to do with Health, Safety & Welfare. |
| <p>Continuing Professional Development - Personal</p> | <ul style="list-style-type: none"> • In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and |

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| | <p>changes in the School Curriculum, which may lead to improvements in teaching and learning.</p> <ul style="list-style-type: none"> • Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available. • Implement and develop pedagogic procedures introduced through school, local or government initiatives. • Implement the use of new technologies that enhance teaching and learning. • Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received. • Carry out reflective practice exercises to move classroom practice, teaching and learning, forward. • Up-date Child Protection training as a minimum every three years. • Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher. • Contribute to the professional development of colleagues, especially NQTs and ITTs. |
| <p>SECTION 2 – SPECIFIC PASTORAL DUTIES</p> | |
| <p>Support, Guidance, Monitoring and Reporting</p> | <ul style="list-style-type: none"> • Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'. • Monitor the social progress of pupils, including the progress in PSHE lessons. |

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| | <ul style="list-style-type: none"> • Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems. |
| <p>Rewards and Sanctions</p> | <ul style="list-style-type: none"> • Inform, reinforce and implement the 'Behaviour Traffic Lights.' 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. • Oversee the collation of records of all rewards and incidents of inappropriate behaviour relating to pupils in the class. • Check entries in contact books and to take action when necessary. • Check daily that correct uniform/standard of dress is worn and to take action when necessary. • Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in forming a 'behaviour contract'. |
| <p>Liaising with Others</p> | <ul style="list-style-type: none"> • Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc. • Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies. • Inform appropriate learning and behaviour managers about social or behavioural issues related to pupils. • Contact parents when an issue arises in order to form positive working relationships. • Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information. • Keep up-to-date with Child Protection Procedures and notify the Designated |

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| | Safeguarding Lead of any concerns about a child. |
| Representing Pupils | <ul style="list-style-type: none"> • Take action on behalf of pupils when appropriate. • Speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting. • Act as a 'referee' by writing a reference for the pupil to other individuals/institutions, e.g. new school or drama school. • |
| General Tasks | <ul style="list-style-type: none"> • Set a prompt and structured start to the morning and afternoon sessions. • Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly. • Participate in and deliver class and whole school assemblies, where required. • 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. • Participate in the formulation and execution of teaching and learning policies. • Organise class participation in School events. • To organise and run a minimum of 1 club per year. • Where required, to take part in personal tuition for individual or small groups for one hour per week for one term. |
| Administration: (Registration, Absences, Lateness) | <ul style="list-style-type: none"> • Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance. • Collect absence letters and to pass these on to the admin team for recording and filing. • Contribute to the monitoring of the pupils' attendance/absence and lateness records. • Organise the effective management of the 'class notice board'. • Distribute information at registration, such as newsletters, timetables, etc. |

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| | <ul style="list-style-type: none"> • Collate any reports from other staff and check for accuracy, spelling and grammar. Pass the reports on to the Headteacher for his/her comments, and to finally distribute them to parents and carers. |
| Other | <ul style="list-style-type: none"> • Any additional duties that may be reasonably expected to be undertaken to support the attainment of pupil numbers across the whole school. • This job description will be reviewed regularly and may be subject to modification and amendment after consultation. |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description will be reviewed from time to time to reflect the changes needs and circumstances of the school. Such reviews and any consequential changes will be carried out in consultation with the post holder.

The Golden Thread Alliance is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive, nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

PERSON SPECIFICATION

| CRITERIA | QUALITIES |
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| <p>Qualifications & Experience</p> | <ul style="list-style-type: none"> • Qualified Teacher Status • A relevant degree (or equivalent) • Evidence of recent and relevant professional development • Successful teaching experience working with pupils from a range of socio-economic backgrounds and with a variety of learning needs • Secure understanding of how professional development can be used to develop colleagues practice. |
| <p>Communication</p> | <ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Overcome communication barriers with children and adults • Establishing effective partnerships with parents/carers • Excellent interpersonal and communication skills at all levels • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies |

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| <p>Working with children</p> | <ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy to ensure a productive and safe learning environment • Ability to understand and support children with special educational needs • Ability to plan and teach well-structured lessons based upon accurate assessment. • Understand and support the importance of physical and emotional wellbeing • Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels • A passion for ensuring all children and young people achieve to the best of their abilities • The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes • positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence |
| <p>Working with others</p> | <ul style="list-style-type: none"> • Understand the role of others working in and with the school • Understand and value the role of parents and carers in supporting children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Know when, how and with whom to share information |
| <p>Skills, Abilities and Knowledge</p> | <ul style="list-style-type: none"> • Positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence • The ability to demonstrate good subject and curriculum knowledge • Excellent organisational and time management skills and an ability to prioritise • A thorough knowledge and understanding of how children learn, develop and progress through life stages and events • How IT can be used effectively to motivate |

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| | <p>children to learn - and to have a level of IT skills.</p> <ul style="list-style-type: none"> • How to plan, deliver, monitor and evaluate both teaching and the English curriculum • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, Leaders and other professionals and agencies • Up to date knowledge of current developments in education |
| <p>General</p> | <ul style="list-style-type: none"> • Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Good understanding of and commitment to child protection procedures • Understand procedures and legislation relating to confidentiality • Be prepared to develop and learn in the role |

Postholder's signature:_____

Postholder's name: _____

Date:_____