

JOB DESCRIPTION – Class Teacher

The range of duties listed below amplifies and extends the role of a class teacher, but do not replace such other duties that may be required, as laid down by the School Teachers' Pay and Conditions Acts.

Job Title:	Class Teacher
Salary Scale:	Main Scale
Responsible to:	Head Teacher
Line Managed by:	Deputy Head Teacher
Salary Scale:	Classroom Teachers' Pay Scale in accordance with the school's pay policy
Working Time:	Full time as specified within the School's Teachers' Pay Conditions Document
CRB Disclosure Level:	Enhanced

The tasks and duties listed in section A below are required of all teachers. Those listed in section B are required of all teachers other than those in their first year of teaching. They relate to co-coordinating and leading developments in a number of non-core areas of the curriculum, or phase.

SECTION A: A class teacher is expected to:

Teaching and learning

- plan and prepare courses, schemes of work and individual lessons appropriate to the needs, interests, experience and existing knowledge of the children teach a class, or classes, groups or individual pupils, ensuring that the curriculum is in line with the National Curriculum and school policy
- monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, as and when requested.
- Employ a range of suitable teaching and learning strategies and styles to ensure effective learning
- work with other members of staff to ensure that all children's needs are catered for within the curriculum
- ensure the effective deployment of learning assistant support in the classroom

- set tasks to be undertaken by children both at school and elsewhere
- have high expectations of the children, value and recognise the diversity of their abilities, and ensure that each child achieves his or her full potential
- ensure that a proper account is taken of any specific needs children have by reason of their gender, language or ethnicity and that appropriate provision is made for them
- to use data effectively to establish clear and challenging targets for pupil achievement and improvement, including SEN, Gifted and Talented, FSM, pupils with English as an additional language and other learning groups as appropriate and identified
- promote the social development and welfare of the pupils so that each child feels valued and enjoys learning
- supervise and teach any pupils whose teacher is absent

Monitoring and recording

- monitor and assess pupils' work
- record their development, progress and attainment
- provide or contribute to oral and written assessments, reports and references relating to the development and learning of individual pupils and groups of pupils

Ethos of the school

- promote high expectations of behaviour and dress code
- work with the Headteacher and colleagues in creating, inspiring and embodying the ethos, vision and aims of the school and ensuring an environment for teaching and learning that empowers both staff and children to achieve their highest potential
- maintain an ordered and caring environment in the classroom and around the school so that children achieve their potential and feel secure and valued
- make pupils aware of their rights and responsibilities in respect of each other, the staff and the school community as a whole
- actively support the school's corporate policies relating to equality and diversity, behaviour, inclusion and health, safety and well being
- provide Religious Education in accordance with school policy
- take part in the corporate life of the school, for example, attending and leading assemblies, and supervising pupils before and after school sessions.

Parental Involvement and Partnership Working

- build and maintain a close partnership with parents
- communicate with parents on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties
- ensure that parents of children with specific needs are kept informed of the provision for their child's particular needs
- uphold the school's well established links with parents, the local community and cluster of schools, the LA and other external agencies

Resource Management

- maintain an attractive and stimulating classroom that supports, scaffolds and engages learning
- take responsibility for resources allocated to their own classroom contribute to displays in the school as a whole
- comply with the requirements of Health and Safety and other related legislation

Overall policy, Performance Management and Professional development

- take part in whole-school reviews of policy and aims, and in the revision or formulation of guidelines
- evaluate, review and improve their own teaching methods, materials and schemes of work
- keep up-to-date with current educational thinking and practice, both by reading and by attendance at courses, workshops and meetings
- take a shared responsibility for your own professional development by participating in a range of appropriate professional development opportunities
- ensure colleagues receive information and feedback on professional development activities undertaken
- engage actively with the annual appraisal process, in accordance with the school's policy

Equal Opportunities

- help ensure that subject matter and learning resources reflect LEA and school policies relating to the single equal act
- help ensure that these policies are implemented within the tasks and duties listed above

Safeguarding

- promote and safeguard the welfare of children
- ensure that you are fully conversant with the school's policies with regard to safeguarding and whistle-blowing

SECTION B: All class teachers (other than those in their first year of teaching) are expected to:

Co-ordination

- support the co-ordination of one particular 'phase'
- share in or take responsibility for the co-ordination of a subject or whole school area
- lead a curriculum team ensuring effective monitoring and evaluation processes to feed into the School Improvement Plan
- be responsible for the leadership and development of your subject/area and reporting to the Governing Body / Committees through termly report sheets and other reports as necessary.
- prepare and review, annually, Subject Improvement Plan, feeding into the School Improvement Plan.
- assist in or take responsibility for the production, evaluation and review of such whole-school policies and guidelines as are appropriate to their phase and subject responsibilities
- establish and maintain communication with the link Governor for your subject/area, keeping them fully aware of all developments

Model of good practice

- organise class teaching in such a way as it sets high standards for other members of staff and promotes high expectations for all pupils

Display

- organise and co-ordinate displays of children's work, so providing stimulus and ideas for colleagues, information for parents, and recognition of the children's achievements
- ensure class display supports teaching and learning scaffolds and promotes independence
- plan whole school displays relating to their subject areas

Monitoring

- ensure monitoring activities follow the school policy and procedures
- check the appropriateness of the content, progression and continuity between and within classes and consistency in standards of presentation and learning
- monitor standards of achievement of all groups of learners against local and national expectation

Resources

- advise the Headteacher on the requisition or purchase of appropriate books, learning materials and equipment
- advise the Headteacher on the allocation of these resources within the school
- ensure compliance throughout the school with Health and Safety and other related legislation for those resources appropriate to their areas of responsibility

Working with colleagues

- acquaint new members of staff and supply teachers with the school's policies and guidelines
- assist such colleagues in the practical implementation of those policies
- lead in-service workshops, meetings and activities for members of staff

Liaison

- promote positive liaison and continuity between the three phases
- work in liaison with members of LA Inspectorate, advisory and support services, other organisations, agencies and networks relevant to the teacher's specialism or subject, parents, governors and the local community