

Job Description

Job Title: Full-Time Class Teacher

Pay Range: Teachers Pay Range

Post Accountable To: Headteacher

SUMMARY OF MAIN DUTIES / RESPONSIBILITIES

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with the paper 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers'.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Main Purpose of the Job

To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Headteacher.

Areas of Responsibility and Key Tasks

a) Planning, Teaching and Class Management

Teach allocated pupils to achieve good/outstanding progression of learning through:

- Identifying clear learning objectives and specifying how they will be taught and assessed
- Setting tasks which challenge all pupils and ensure high levels of engagement
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Personalised learning to meet individual needs
- Effective use of Assessment for Learning strategies
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining positive class behaviour in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subjects taught
- Continually evaluating own teaching to improve effectiveness
- To liaise, as necessary, with support teachers and other staff, both internal and external to the school, to achieve the best educational provision for the pupils within the class.
- Ensuring the effective and efficient deployment of classroom support
- Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and actively learn

b) Monitoring, Assessment, Recording, Reporting

- Utilise a “notice and adjust” approach to teaching, by using assessments to make modifications within the lesson and in future lessons
- Assess how well learning objectives have been achieved and use them to inform future planning
- Mark and monitor pupils’ work and set targets for progress following the schools’ policies
- Involve pupils in self and peer assessment
- Undertake summative assessment of pupils
- Prepare and present informative reports to parents

c) Curriculum Development

- Willingness to champion (lead) a subject or aspect of the school’s work (not applicable in ECT years)
- Contribute to the whole school’s planning activities

d) Other Professional Requirements

- To share responsibility for promoting a high quality learning environment
- Have a working knowledge of teachers’ professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school
- Good subject knowledge to enable highly effective teaching and learning
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- Take part in liaison activities such as Family Learning Conferences (Parents evenings) and events with partner schools
- Contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- Take responsibility for own professional development and duties in relation to school policies and practices
- Liaise very effectively with parents and governors
- To promote equal opportunities within the school and to seek to ensure the implementation of the schools equal opportunities policy.
- To carry out the above duties in accordance with the Academy’s equal opportunities policy.
- To undertake such other duties as reasonably required by the Headteacher.

This job description sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

West Sussex County Council meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. Please note, because of the nature of this job, if you are successful in your application you will be subject to an Enhanced Disclosure and Barring Service check. This will be done by means of applying for an “Enhanced Disclosure”. Disclosures include details of cautions, reprimands or final warnings as well as convictions, spent or unspent.

Relevant criminal convictions and other associated information will be discussed at the interview in order to assess job-related risks. This information would only be used to assess suitability for employment in so far as it is relevant to the job to which they have applied. Having a criminal conviction will not necessarily bar someone from employment, this will depend on the circumstances and background to the offence. Candidates selected for interview will be expected to bring the completed Shortlisted Candidate Information Form. Candidates will also be expected to bring Proof of Right to Work in the UK and their certificates for any qualifications listed as essential or desirable.

Everychild Partnership Trust - Class Teacher Person Specification

Evidence Key:

A – Application Form

C – Certificates

I – Interview

R – Reference

	Essential	Desirable	Evidence
Qualifications			
Education to degree level Qualified Teacher Status/Early Career Programme	X		A/C
A commitment to continuing professional development	X		A/I
Further professional qualifications linked to teaching and learning		X	A/C

Experience & Knowledge			
Evidence of consistently good or better teaching and learning	X		A/R/I
Evidence of at least good pupil progress and an understanding of assessment for learning	X		A/R/I
A thorough understanding of teaching in the primary phase and of how to support and extend pupils	X		A/R/I
Knowledge and understanding of what constitutes a broad, balanced and relevant curriculum	X		A/R/I
Ability to create a classroom environment that is organised and accessible to all children	X		A/R/I
Ability to lead an area of responsibility across the school (NOT APPLICABLE FOR ECT)	X		A/R/I
Knowledge and understanding of statutory duties related to the safeguarding and child protection	X		A/R/I
A willingness to provide extra-curricular activities	X		A/I

Professional skills			
Be extremely well organised and able to complete all school planning, preparation and assessment to a high standard	X		A/R/I
Have high expectations of what all pupils can achieve	X		A/R/I
Work with others, to plan and deliver positive outcomes for pupils	X		A/R/I
Present and communicate effectively to parents, both orally and in writing	X		A/I
Have good IT skills and understand how IT can be used to support learning	X		A
A willingness to teach across the primary age range	X		I
Evidence of involvement in the wider school community	X		A/R/I

Personal Attributes			
Adaptability to embrace change	X		A/R/I

Ability to motivate and inspire confidence in pupils, colleagues and parents	X		A/R/I
Enthusiasm	X		I
Reliability and integrity	X		R
Self-motivation, initiative and the ability to set personal goals	X		A/R/I
Able to build positive relationships	X		A/R/I
Resilience	X		A/R/I