

**Class Teacher Job Description**

Ducklington CE Primary School is committed to creating a diverse workforce and will consider applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity age, disability, marriage or civil partnership. We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

This job description should be read in conjunction with the current School Teachers’ Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school’s Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the County Council’s Stress at Work Policy and the Dignity at Work Policy.

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| **Job Title** | Class Teacher |
| **Grade** | MPS 1 - 6 |
| **Reports to** | Headteacher |
| **Key Purpose of the job** | You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation. All teachers are expected to work within the stated aims and ethos of the school and carry out agreed policies and procedures.  To teach a class of children, ensuring the planning, preparation, recording, assessment and reporting meet the different learning and personal needs of the children and are in line with school and national curriculum guidelines and the Christian ethos of the school. To be accountable for the children’s attainment and achievement in the class, including that of individuals and groups. |
| **KEY ACCOUNTABILITIES** | |
| **Professional Standards** | |
|  | * Hold positive values and attitudes and adopt high standards of behaviour in your professional role * Develop professional relationships with pupils, to aid them in achieving their potential both inside and outside of the classroom * Communicate effectively with learners and colleagues; parents and carers, conveying timely and relevant information * Have a commitment to collaboration and co-operative working where appropriate and contribute to constructive team building amongst teaching and non teaching staff, parents and governors. * Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment. * Implement agreed school policies, practices and guidelines including those designed to promote equality of opportunity * Attend staff meetings and contribute constructively * Make a positive contribution to the smooth running of the school * Contribute to the development and evaluation of the policies and practice * Report to colleagues, parents and carers on the development, progress and attainment of children. * Keep appropriate and efficient records, as agreed. * Review the effectiveness of your teaching and its impact on learners’ progress, attainment and well- being and refine it where necessary * Act upon advice and feedback and be open to coaching and mentoring * Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work |
| **Standards and Achievement** | |
|  | * Set clear and challenging targets for children that build on prior attainment and enable children to make good progress * Have high expectations of all children * Use school, local and national statistical information to evaluate the effectiveness of your 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 |
| **Teaching, Learning and Assessment** | |
|  | * Provide consistently good quality teaching and have high expectations of all children * Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as similar learners nationally * Provide a stimulating environment, where resources can be accessed appropriately by the children and promote independence * Plan appropriately to meet the needs of pupils, through differentiation of tasks * Identify SEND and very able pupils and provide for these groups as well as the other ability groups within the class * Teach challenging and engaging lessons making best use of relevant learning strategies and teaching methods including questioning, modelling and creativity. * Promote positive learning behaviours including self-control, independence, resilience, cooperation and collaboration. * Assess pupils work accurately using teacher assessment and tests as agreed * Mark children’s work according to the school’s marking policy and keep appropriate and effective records, integrating formative and summative assessment into weekly and termly planning * Support and guide learners so that they can reflect on their learning, identify the progress they have made and know what they need to do next to move their learning on * Monitor the progress of children, ensuring that additional support is given as and when appropriate * Plan, mark and assess homework according to the school’s home learning policy to sustain learners’ progress * Provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills * Have a secure knowledge and understanding of the subjects/curriculum areas you teach * Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences. |
| **Health and Wellbeing** | |
|  | * Have sufficient knowledge to be able to give advice on the development and well-being of children * 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. * Identify and support children whose progress or well-being is affected by personal challenges and know when to refer them to colleagues for specialist support. * Register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions * Take responsibility for enriching the experiences of children including participating and leading extra curricular activities * Be aware of your legal responsibilities towards pupils and act in accordance with current legislation and Department of Education guidelines |
| **Leadership and Management** | |
|  | * Build and maintain a positive and safe learning environment for all pupils which complies with current legal requirements for safeguarding and well being of children * Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow agreed school safeguarding procedures. * Have high expectations of children’s behaviour, maintain good order and discipline, in line with the school’s behaviour policy * Work effectively as a team member and lead, organise and direct support staff within the classroom * Communicate and cooperate with professionals from outside agencies as appropriate * Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts. |
| **Whole School Responsibility** | |
|  | * Participate in the process of Performance Management and discussions concerned with your professional development * Participate in meetings which relate to the school’s management, curriculum, administration or organisation * Take part in INSET related to subject responsibilities and whole school priorities for improvement * Be aware of and carry out all health and safety policies and agreed guidance in school * Be aware of your legal responsibilities towards pupils and act in accordance with current legislation and Department of Education guidelines * Take appropriate responsibility for one’s own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager and carrying out specified duties in an emergency |

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| **CLASS TEACHER PERSON SPECIFICATION** | **Essential/**  **Desirable** |
| **QUALIFICATIONS** |  |
| Qualified Teacher status.  Degree or equivalent.  Evidence of further professional development. | E  E  D |
| **EXPERIENCE** |  |
| Experience of teaching in a primary school  Experience of working collaboratively with other teachers and support staff | E  E |
| **PERSONAL ATTRIBUTES** |  |
| Love of working with children    Excellent communication skills – verbal, written    Excellent organisational skills    Ability to form positive relationships throughout the school  Resilience, perseverance and optimism  Ability to work independently, flexibly, to meet deadlines, and to plan own work  Good interpersonal skills, sense of humour and energy    A commitment to support the Christian ethos of our school | E  E  E  E  E  E  E  E |
| **PROFESSIONAL ATTRIBUTES** |  |
| Work cooperatively as part of a team  High expectations and commitment to pupils achieving their full educational potential  Strong commitment to inclusion  Create a positive climate for learning in own classroom  Create and maintain positive and supportive relationships with staff, pupils and parents  Reflect on and improve own practice  Commitment to professional development  Ability to use ICT to support teaching and learning as well as for data/ information  Contribute to the corporate life of the school  Demonstrate contribution to the life of the school beyond his/her classroom | E  E  E  E  E  E  E  E  D  D |
| **PROFESSIONAL SKILLS, KNOWLEDGE AND UNDERSTANDING** |  |
| Know and understand the relevant statutory and non-statutory curricula and frameworks  Demonstrate clear structures for lessons, maintaining pace, motivation and challenge  Demonstrate consistent and effective use of a range of strategies for teaching and classroom management  Manage time effectively  Ability to review effectiveness of their teaching  Able to plan for progression  Knowledge of current safeguarding child protection procedures  Know when to draw on the expertise of colleagues  Know how to deliver effective personalised provision  Support and guide learners to reflect on their own learning | E  E  E  E  E  E  E  D  D  D |