



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

Class Teacher KS1

Grade: MPS

Responsible to: Headteacher, Deputy Headteacher and Phase Lead

Job Purpose

- To uphold and exemplify the school vision and values
- To manage a foundation subject.
- To seek to ensure that pupils attain the highest possible standards in all aspects of school life.
- To ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupil's learning.
- To be responsible for pupils' safety and welfare.
- To be an excellent classroom practitioner.
- To have an impact on educational progress for your assigned pupils.

Professional Duties

In line with the current Pay and Conditions agreement and Teachers' Standards, it is the responsibility of the post holder to carry out the following professional duties:

Fulfil the role of Class Teacher. This will include:

Generic Responsibilities

- a) To work consistently to uphold the school's vision statement
- b) To follow all school policies
- c) To work in a co-operative and polite manner with all stakeholders
- d) To work with pupils in a courteous, positive, caring and responsible manner at all times
- e) To follow the child protection procedures and ensure that, pupils' safety and well-being is never compromised
- f) To be polite, co-operative and positive when communicating to other staff
- g) To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures
- h) To work with visitors in such a way that it enhances the reputation of the school
- i) To seek to improve the quality of the school's overall service
- j) To present oneself in a professional way that is consistent with the values and expectations of the school.



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

Specific Responsibilities

Teaching

Relationships with children, setting high expectations and motivating learners

1. Set high expectations which inspire, motivate and challenge pupils

- a) maintain a safe and stimulating learning environment for pupils, rooted in mutual respect which can be used as a model for colleagues
- b) set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Pupil progress

2. Achieve good progress and outcomes by pupils

- a) ensure pupils make at least the expected rate of progress
- b) be accountable for pupils' attainment and outcomes and know when and how to intervene most effectively
- c) plan teaching to build on pupils' capabilities and prior knowledge which can be used as exemplar planning documentation
- d) guide pupils to reflect on the progress they have made and their emerging needs
- e) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- f) encourage pupils to take a responsible and conscientious attitude to their own work.

Subject and curriculum knowledge and pedagogy

3. Demonstrate excellent subject and curriculum knowledge

- a) have an extensive knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship
- c) promote high standards of literacy, articulacy and the correct use of standard English and model this practice for other colleagues
- d) demonstrate a clear understanding of systematic synthetic phonics and model this practice for other colleagues
- e) demonstrate a thorough understanding of appropriate teaching strategies for mathematics and model this practice for other colleagues.

Effective classroom practice



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

4. Plan and teach well-structured lessons which are observed by other colleagues as models of consistently good and frequently outstanding practice

- a) ensure all teaching is at least good
- b) impart knowledge and develop detailed understanding through highly effective use of lesson time
- c) promote a love of learning and children's intellectual curiosity
- d) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- e) reflect systematically on the effectiveness of lessons and approaches to teaching and share these with other colleagues
- f) contribute creatively to the design and provision of an engaging curriculum.

Diversity and special needs: meeting the needs of all pupils

5. Adapt teaching effectively to respond to the strengths and needs of all pupils

- a) know when and how to differentiate appropriately, skilfully using strategies which enable all pupils to be taught effectively
- b) have a clear understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - c) possess an acute awareness of the physical, social and intellectual development of children, and know in detail how to adapt teaching to support pupils' education at different stages of development
- d) have a thorough understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Assessment for learning

6. Make accurate and productive use of assessment

- a) have an extensive knowledge and thorough understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) provide an exemplary model of how to use formative and summative assessment to secure pupils' progress
- c) analyse and use relevant data to monitor progress, set targets, and plan subsequent lessons
- d) give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.

Managing behaviour

7. Manage behaviour effectively to ensure a positive and safe learning environment



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

- a) maintain clear and consistent rules and routines for behaviour in classrooms, and take responsibility for promoting exemplary and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b) maintain high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

The wider professional role of the teacher

8. Fulfil wider professional responsibilities

- a) make a positive and sustained contribution to the wider life and ethos of the school
- b) make a distinctive contribution to raising pupils' standards
- c) be proactive in developing effective professional relationships with colleagues to promote collaboration, knowing how and when to draw on advice and specialist support
- d) deploy support staff effectively
- e) work effectively as part of a team and demonstrate positive and professional behaviour during meetings
- f) contribute to the professional development of other colleagues, demonstrating effective practice and providing advice, guidance and feedback
- g) communicate effectively with parents with regard to pupils' achievements and well-being.

9. Leadership and management

- a) Support and implement the vision and ethos of the school
- b) Be a proactive and effective member of the school team
- c) Be an effective role model for your class team in terms of teaching, behaviour and classroom management.
- d) Develop, demonstrate and promote teaching and learning activities appropriate to the age and ability range.

11. Deployment of staff and resources

- a) Effective deploy staff assigned to your class
- b) Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your class



Be . Build . Become

'Encourage one another and build each other up.' Thessalonians 5:11

- c) Manage, monitor and accurately account for any budget for your curriculum area/class
- d) Evaluate, organise and monitor the use of resources.

13. Staff development

- a) Ensure you keep up to date with current developments in the curriculum and disseminate information as appropriate.

Review of Performance

Performance management reviews will focus on the post holder's responsibilities and professional development linked to the school improvement priorities.

Any other duties deemed reasonable, as directed by the Headteacher.

This job description may be reviewed at the end of the academic year (or earlier if necessary) and can be amended after consultation with the post holder.