

## **JOB DESCRIPTION for Class Teacher**

**Post: Class Teacher**

**School: Shenington C of E VA Primary School**

**Grade: Teacher Main Scale**

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

This job description should also 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 head teacher; and the head teacher 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 or Raising concerns at Work 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 Procedure and the Bullying Policy.

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

## **Job Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the head teacher.

## **Areas of Responsibility and Key Tasks**

### **(a) Planning, Teaching and Class Management**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- the teaching of pupils in class
- Occasional teaching of other year groups
- identifying clear teaching objectives and specifying how they will be taught and assessed
- plan with clear differentiation for all abilities in the class, considering activity and adult support
- setting tasks which challenged pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils  
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 discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- using a variety of teaching methods to:
  1. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  2. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  3. select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating own teaching critically to improve effectiveness
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere and listen attentively

using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning

**(b) Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set target for progress
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- undertake assessment of students as requested by examination bodies, departmental and school procedures
- prepare and present informative reports to parents

**(c) Curriculum Development**

- have lead responsibility for a subject or aspect of the school's work, and ECT's and develop plans which identify clear targets and success criteria for its development and/or maintenance if appropriate
- contribute to the whole school's planning activities

**(d) Other Professional Requirements**

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- know subject(s) or specialism(s) to enable effective reaching
- 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 expectation
- contribute positively and effectively to the Every Child Matters agenda
- co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the school, department and students
- 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 activities such as Open Days, Parents Evenings, sand events with partner schools
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school

- take responsibility for own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors.
- Support school in community cohesion approach.

**(e) Curriculum Co-ordination**

To be discussed following appointment if appropriate and is a requirement for teachers who have completed their ECT period.

**(f) General Responsibilities**

To 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 responsibilities for raising any concerns with an appropriate manager.

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.

**Other Responsibilities**

To 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 responsibilities for raising any concerns with an appropriate manager.

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 the job description.

Employees will be expected to work in accordance with the Dignity at Work Policy and are responsible for following all Safeguarding, Prevent and Keeping Children Safe in Education policies and procedures