



Job Description

Post title:	Class Teacher
Responsible to:	Headteacher & SLT
Responsible for:	Whole class
Salary:	Mainscale

General

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document 2006, the required standards for Qualified Teacher Status and other current educational legislation, namely DFE Standards for Teachers September 2012.

This job description may be amended at any time following discussion between the Headteacher/CEO and member of staff.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



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Areas of responsibility and key tasks:

A. Planning, teaching and class management, to:

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

- Identifying clear teaching objectives and specifying how they will be taught and assessed and sharing success criteria with pupils
- Setting tasks which challenge pupils and ensure high levels of interest
- Promoting appropriately high expectations in all aspects of school life
- Setting clear targets, building on prior attainment
- Identifying SEND or very able pupils
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensuring coverage of programmes of study
- Monitoring and intervening to ensure sound learning and discipline, following the school's policies
- Using a variety of teaching methods to:
 - i. match approach to meet learning styles, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. Select appropriate learning resources and develop study skills through library, ICT and other sources.
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluate own teaching critically to improve effectiveness

B. Monitoring, assessment, recording, reporting – to:

- Making accurate assessments, and using this to inform planning and provision matched to learners needs
- To accurately assess developmental milestones being reached in EYFS and summarise and communicate these to SLT.
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work, identify "next steps" in learning and set targets 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 recognize the level at which the pupil is achieving.
- Prepare and present informative oral and written reports to parents.



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C. Other professional requirements – to:

- Have a working knowledge of teachers' professional duties and legal liabilities and a thorough knowledge of the primary curriculum.
- Operate at all times within the stated policies and practices of the school.
- Establish effective working relationships and set a good example through presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Take responsibility for personal professional development and duties in relation to school policies and practices and make a positive contribution to all aspects of school life.
- Liaise effectively with parents and Governors.
- Effectively liaise and deploy other staff e.g. Teaching Assistants, Lunchtime Supervisors as well as ITT of work experience students as allocated.
- Monitor the welfare and discipline of children in the class to ensure that prompt, effective action is taken if required to support well-being and the development of their self-esteem.
- Consult and communicate with persons or bodies outside school in the interests of the children, e.g. Social Services, specialist support teams.
- Take on any additional responsibilities which might from time to time be determined.
- To lead an extra-curricular club for children.
- To support the activities of the school's Parents Association (SPFA) by attending some meetings and/or functions.

St Bartholomew's CE Multi-Academy Trust is committed to safeguarding and promoting the welfare of the children and young people and expects all staff and volunteers to share this commitment. Each applicant will be expected to undertake compliance checks including Enhanced DBS check, Prohibited list, Barred list and Qualifications.

All employees must adhere to the Safeguarding and Child Protection Policy.