

## **Job Description**

Class Teacher MPG

Name:

### **Salary and grade:**

- Scale Point in line with the current *School Teachers' Pay and Conditions Document*

### **Line manager/s:**

- The headteacher, members of the senior management team (SMT) and the governing body

### **Supervisory responsibility:**

- The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

The appointment is subject to the current conditions of employment for Class Teachers contained in the current School Teachers' Pay and Conditions Document, and Teachers Standards 2012 (Appendix)

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed as part of the Performance Management process.

## **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:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- set tasks which challenge pupils and ensure high levels of interest
- set appropriate and demanding expectations
- set 'child friendly' pupils' targets that enable pupils to achieve and make good progress
- identify and provide for pupils whose learning, physical and/or emotional needs require support that is different from or additional to that provided for the rest of the class
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline
- use a variety of teaching methods to match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils

### **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 frequently employing feedback marking techniques
- 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;
- report to parents on the development, progress and attainment of pupils in accordance with school policy

### **c) Other Professional Requirements**

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- evaluate your own teaching critically to improve your effectiveness
- refine your approaches where necessary, responding to advice and feedback from colleagues, inc SMT and advisors
- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- participate fully in training and development opportunities identified by the school or as an outcome of performance management
- liaise effectively with parents and governors
- take on any additional responsibilities which might from time to time be determined

### d) Subject Leadership

work with other member(s) of your Subject Leadership Team to

- coordinate the development of a cohesive and effective long-term plan in your subject annually, taking into account evaluation from previous year's plan
- ensure that medium-term planning meets all National Curriculum requirements;
- review, monitor and evaluate current practice (including schemes and policies) and provide feedback to the Senior Management Team;
- support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate;
- lead by example, through good classroom practice;
- disseminate information to the staff, and provide INSET to promote staff development and improve classroom practice;
- contribute action-planning in the subject for the School Improvement Plan;
- Report to SMT & subject Governor twice a year and produce a written evaluation of action plan annually
- maintain an up-to-date knowledge of local and national initiatives, by attending relevant courses;
- regularly ( at least annually) audit resources for your subject, prioritise resource needs and ensure SMT are aware of needs

SIGNED:      TEACHER:

Date:

HEADTEACHER:

Date:

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## Appendix

### TEACHERS' STANDARDS

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### PART ONE: TEACHING

##### A teacher must:

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

- establish a safe and stimulating environment for pupils, rooted in mutual respect□
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions□
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes□
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these□
- guide pupils to reflect on the progress they have made and their emerging needs□
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching□
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

##### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings□
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

##### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time□
- promote a love of learning and children's intellectual curiosity□
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching□
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively□
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development□

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- have a clear 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.
- 6 Make accurate and productive use of assessment**
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements□
  - make use of formative and summative assessment to secure pupils' progress□
  - use relevant data to monitor progress, set targets, and plan subsequent lessons□
  - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- 7 Manage behaviour effectively to ensure a good and safe learning environment**
- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
  - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly□
  - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them□
  - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 8 Fulfil wider professional responsibilities**
- make a positive contribution to the wider life and ethos of the school
  - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support□
  - deploy support staff effectively
  - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues□
  - communicate effectively with parents with regard to pupils' achievements and well-being.

## **PART TWO: 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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