

Job Advertised: Teacher

Contract Commence Date: January 2024

End Date: August 2024

Job Title: Class Teacher

Salary and grade: Main Pay Scale range 1-6

Accountable To: The headteacher, members of the senior leadership team (SLT) 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

Performance Reviewer: Headteacher or ECT Mentor

Specific Responsibilities: Classteacher to Year 1 + Subject Leader for agreed curriculum area

Wybunbury Delves CE Primary – Class Teacher – Main Scale Job Description

JOB PURPOSE

- Be responsible for the learning and achievement of a class of mixed ability children ensuring equality of opportunity for all
- To take responsibility for, recognising children as individuals
- To take responsibility for highest possible standards of learning, teaching, curriculum provision and pastoral care of the class of children you are assigned to
- To create a stimulating environment which supports learning
- To actively promote the aims and of the school through effective teaching and learning
- To develop self in relation to individual needs
- Lead and maintain an overview of teaching, standards and ongoing improvement in the above specified subject/s and/or aspects.
- To actively contribute and support the school's ethos and work positively in accordance with the school's plans, policies and procedures each with the core purpose of the pursuit of educational excellence
- To promote and celebrate a positive image and the successes of the school and, in particular, fostering good relationships with stakeholders, the local community and parents / carers
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- To uphold the Christian Values and Ethos of the school

JOB CONTEXT

This job description recognises the requirements of the current Pay and Conditions Document and DFE conditions of employment. It reflects the vision, strategic plan and policies of this school

At this School we follow the statutory requirements and guidance of the School Teachers' Pay and Conditions Document. The expectation is that teaching will be at least good; this means that all teachers are expected to be meeting the Teachers' Standards, (Appendix 1) to a good level as appropriate to the stage of their career development.

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Plan and teach lessons and sequences of lessons to the classes they are assigned to teach within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- To ensure effective child-centred delivery of the National Curriculum / Strategy guidelines / EYFS by the careful consideration and implementation of appropriate schemes of work and appropriate styles of teaching and learning and methods of delivery
- To support Line Managers in co-operating fully in School monitoring procedures of the quality of teaching and learning, thus securing a consistency of commitment to the highest standards and that appropriate legislative requirements are met.
- Support the school in leading enrichment (extra-curricular) activities

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.
- To support Line Managers in adhering to School assessment, recording and reporting processes and deadlines for all classes assigned, ensuring that formative, diagnostic and summative processes are accurately recorded within the deadlines assigned and meet the needs of the students, parents and national requirements.
- To participate fully in meetings arranged which relate to the curricular, administrative and pastoral arrangements of the school, including Parents' Consultation Days or events, Daily Briefing and Professional Development Days.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- To use every opportunity to act as a role model of professional conduct and presence with colleagues, students and the wider community, demonstrating high personal standards of expertise, commitment and service to the School.
- Maintain good order and discipline among pupils.

Management of staff and resources

- Direct and supervise support staff assigned to them and where appropriate, other teachers.
- To collaborate in the development of a climate of mutual support in which self-confidence and self-esteem can grow and effective teams established and nurtured.
- To share responsibility for the training and development of colleagues within the area assigned, including the induction of newly qualified or unqualified teachers, and student teachers, acting if/when appropriate as Team Leader in the Performance Management procedures.
- To work co-operatively in consultative procedures as a two-way channel of communication with Line Managers and to attend and positively contribute to regular and meaningful professional meetings as reasonably required.
- To liaise effectively with all relevant colleagues, specifically including Learning Support staff and collaborating in the sharing of good practice, team teaching, lesson observations and in the monitoring of students' work.
- To advise the Line Manager on any aspect of the School's timetable, resource deployment or matters of professional concern.

- To actively support Line Managers in exercising effective care over the organisation, accommodation, movement and teaching resources of the School to ensure most efficient and effective use with minimal loss damage or wastage.
- To manage the classroom effectively, paying particular regard to the maintenance of a purposeful, safe and stimulating learning environment and the security of School equipment and resources.
- Carry out supervision duties as appropriate

Professional development

- To ensure that monitoring, evaluation and celebration are explicit in the postholder's own professional development, meeting regularly with Line Managers to discuss the planning, implementation and review of objectives.
- Participate in arrangements for the appraisal and review of their own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.
- To keep abreast of current local and national curriculum developments, ensuring effective dissemination amongst appropriate colleagues as a feature of professional development.

Communication

- To promote and celebrate a positive image and the successes of the school and, in particular, fostering good relationships with stakeholders, the local community and parents / carers
- To liaise effectively with all relevant colleagues, specifically including Learning Support staff and collaborating in the sharing of good practice, team teaching, lesson observations and in the monitoring of students' work.
- To identify students with particular needs, liaising with appropriate colleagues and outside agencies to ensure that individual student needs are met, notably working collaboratively with any learning support assistance assigned in support of student learning.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Subject / Aspect Leadership

- Reviewing and developing of curriculum policy in the subject/s
- Monitoring and evaluating the quality of planning in the subject/s by other teachers
- Observing teaching in the subject/s in order to evaluate strengths and areas for further development, or the impact of school improvement work
- Supporting development of teachers and support staff in the subject / aspect
- Evaluating relevant assessment information for individuals, groups or cohorts
- Suggesting issues in the subject/s for further development
- Reviewing and coordinating the usage of resources in the subject/s
- Reporting on progress, achievement and standards in the subject/s to staff, governors or parents
- Arranging and promoting relevant subject activities to promote pupils' enthusiasm and interest

This job description will be reviewed at least annually as part of the Performance Management process to reflect changing School and individual needs. Consultation between the post holder and the Headteacher is considered a vital part of this review process. The text should be viewed as an application of the Job Description for teachers as contained in the current and subsequent editions of the School Teachers Review Body Report unless specifically amended in this document or in the contract of employment for teachers at Wybunbury Delves CE Primary School.

Appendix 1: Teachers' Standards

Preamble

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
- 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