



Class teacher – Job Description

Name:	
Salary Scale:	M1-6
Contract Type:	Permanent
Hours:	Full time
Reports to:	Headteacher Link Governor
Key Leadership Responsibilities:	Subject Leader (subject to be agreed)

All teachers and leaders are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers and leaders, together with requirements for management time, working time, guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers and leaders.

The duties listed below are therefore, not an exhaustive list of what the role of Class Teacher requires. The post holder is expected to accept any other tasks reasonably delegated by the Headteacher as necessary. The job description will be reviewed annually as part of the performance appraisal review process.

Core Purpose of the Role and Main Duties:

To be responsible for achieving the best possible standards in work and conduct for all pupils in the class and to promote and safeguard the welfare of all pupils within the school. They will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teacher's Pay and Conditions Document (STPCD)
- Meet the expectations set out in the Teacher's Standards
- Fulfil duties reasonably directed by the Headteacher
- Have their performance assessed against the Teacher's Standards as part of the performance management process.

Key Responsibilities

Set high expectations which inspire, motivate and challenge pupils

- Provide quality first teaching to pupils across the age and ability range
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and take into account analysis of these data, adapting planning and teaching accordingly
- Prepare, develop and deliver teaching programmes using materials and techniques which will engage and stimulate pupils of all abilities
- Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback, reflect on progress and take a responsible and conscientious attitude to their own work and study.

Promote good progress and outcomes of pupils

As a class teacher:

- Monitor the personal and social development, health and welfare of each pupil in the class
- Have a thorough knowledge of all pupils in the class through data provided, and contact with pupils, parents and staff colleagues as appropriate
- Be aware of the relevant curriculum for all pupils in the class and monitor the academic progress of pupils through their reports, studies, assessed levels and contact with other teachers
- Encourage and be aware of the involvement of pupils in the school's extra-curricular activities



- Be aware of pupils' capabilities and prior knowledge. Plan teaching to build on these, demonstrating knowledge and understanding of how pupils learn
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions and to underpin good quality teaching and learning
- Supervise and deploy support staff assigned to them appropriately to support pupil outcomes.

Demonstrate good subject and curriculum knowledge

- Maintain a secure, up-to-date knowledge of relevant subject areas through participation in training and development opportunities identified by the school, through self-directed learning and as an outcome of the appraisal process.
- Deliver the curriculum as relevant to the age and ability of the pupils
- Have a secure understanding of the progression of curricular concepts which have and will be taught outside of the year group of responsibility. Use the knowledge to ensure prior learning is secure and future learning will be attainable
- Set appropriate homework in line with school policy and the homework timetable
- Support the development the pupils' reading, writing, mathematics and communication skills throughout the curriculum
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English at all times.

Plan and teach well-structured lessons

- Contribute to the development of schemes of work.
- Engage in short-, medium- and long-term planning of lessons and sequences of lessons which reflect a progressive curriculum
- Demonstrate a clear understanding of appropriate teaching strategies relevant to the age and abilities within the group
- Plan and undertake enrichment and extension activities where possible to consolidate and extend the knowledge and understanding pupils have acquired.

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

- Monitor the progress of groups to close any gaps between them
- Engage with schemes of work using them as a starting point for planning a lesson. Schemes will be adapted to the cohort and a progress of learning
- Teach appropriately adapted lessons which will enable pupils of lower ability to engage with the subject and learn effectively
- Challenge and stretch pupils of higher ability and plan for them to ensure learning is not capped

Make accurate and productive use of formative and summative assessment

- Use formative and summative assessment opportunities to maximise pupils' progress
- Use relevant data to monitor progress, set targets, set homework and plan subsequent lessons
- Prepare pupils for arrangements for National Examinations and assessments.

Manage behaviour effectively to ensure an inclusive, welcoming and safe learning environment

- Implement whole school strategies to support behaviour for learning
- Carry out morning lunch break time duties as directed
- Establish strong classroom management strategies at the start of the school year to embed routines around learning, transitions and behaviour expectations based on our school's values
- Establish a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly using the school's behaviour policy, house points and school values
- Maintain good relationships with pupils, exercise appropriate authority and act decisively as necessary



- Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils
- Promote and safeguard the welfare of all pupils within the school, raising any concerns in accordance with the school's safeguarding policy

Fulfil wider professional responsibilities

- Support the school's Early Career Teacher Training activity as appropriate
- Take opportunities to develop professionally and share good practice to develop consistently high standards of teaching and learning
- Work collaboratively with our partner schools to support pupils' transition
- Facilitate the work of support staff to enhance pupils' progress
- Work collaboratively with parents and carers to support pupils' progress
- Prepare for and attend Parents' Evenings and parent welcome and curriculum meetings
- Take key stage assemblies
- Uphold all school policies
- Attend and actively participate in meetings
- Make a positive contribution to the wider life and ethos of the school including extra-curricular events.

Professional development:

- Take part in the school's appraisal procedures
- Engage in school led CPDL and work collaborative with SLT to embed new pedagogies
- Use ideas from self-driven research, professional reading and attendance at relevant training to improve overall performance

Communication:

- Communicate effectively with pupils, parents/carers, colleagues, wider school community and governors
- Demonstrate good interpersonal skills that allows for a positive working environment for all
- Shows high levels of co-operation and engagement
- Ensure the post holder communicates any wellbeing, workload or personal issues to the Headteacher to allow for support to be undertaken where appropriate

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Hertfordshire County Council's pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.