



# HIGH BEECHES PRIMARY SCHOOL

## Teacher Job Description

<b>Post:</b>	Teacher	<b>Responsible to:</b>	Phase Leader
<b>Post Holder:</b>		<b>Grade:</b>	MPS/UPS
<b>FTE/Hours:</b>	Full-time	<b>Date Reviewed:</b>	March 2019

### Employment Duties

This job description should 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 headteacher; and the headteacher or other senior leader, 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 annually and any changes will be subject to consultation.

### Points of Reference

- School Vision, Aims and Values
- School Development Plan
- Safeguarding Policy
- Outcomes from recent LA or Ofsted inspection
- Staff Conduct Policy
- Health and Safety Policy
- Teachers' Standards
- Whole school policies
- Duties laid down in the 'School Teachers' Pay and Conditions Document'.

### Purpose of the Job

To maximise the achievement of pupils in your class or the classes you are directed to teach.

- ensuring that teaching, learning, and provision meets the needs of and provides challenge for all pupils
- promoting spiritual, emotional and personal development in keeping with the vision, aims and values of the school.

To lead a curriculum subject area or another area of whole school responsibility as agreed:

- improving the quality of teaching, learning and provision across the agreed area, so that teaching is at least good, resulting in children making the maximum progress.
- having a robust understanding of the characteristics of good teaching and learning, especially in the agreed area, ensuring that teaching in your own class/lessons provides a model and maximises the progress and achievement of every child.

### Responsibilities of a Class Teacher

#### *Teaching, Learning and the Curriculum*

- Ensuring that teaching is at least good, with some outstanding features and that a suitably broad and balanced curriculum is in place so that every child makes maximum progress
- Implementing school policies and practices for assessing, recording and reporting progress and attainment of each pupil so that their learning is appropriately planned for, tracked and reported on.
- Working with year group colleagues, subject and phase leaders and other colleagues to ensure that your practice and procedures are of consistently high quality and to ensure that subject plans form part of a coherent strategy for raising achievement across the curriculum.



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### ***Care, Guidance and Support***

- Implementing the school behaviour policy in your class to maintain good order and discipline and to foster good relations both amongst the pupils and you as their class teacher
- Demonstrating an understanding of, and complying with the school's safeguarding policy and procedure so that the safety and welfare of all children are ensured
- Fostering good relations with all staff, supporting them in ongoing professional development
- Establishing good home-school relations and providing advice and support to parents about their child's progress in school, including participating in parents' briefings/consultations and other events as part of directed time.

### ***Resources***

- Creating a stimulating, effective and safe learning environment.
- Working with the phase and subject leaders to identify new resources you need
- Maintaining existing resources and exploring opportunities to develop new learning opportunities for your pupils, including the sharing and developing of resources with colleagues.

### ***Professional Knowledge, Understanding and Skills***

- Participating in performance management arrangements, within the nationally agreed framework for the appraisal of teachers to enable both yourself and, where appropriate, others to progress professionally.
- Taking part in a range of development opportunities, including INSET, for your own professional development and that of others in order that you can contribute effectively to school improvement.
- Making positive contributions to meetings which relate to the curriculum, administration, organisation or pastoral arrangements of the school, as part of the timetabled school day or during directed time.