



BROOKLAND FEDERATION
BROOKLAND INFANT AND NURSERY SCHOOL
BROOKLAND JUNIOR SCHOOL



Job title: Class Teacher

Reports to: Senior Leadership Team / Headship team

Salary Range: £33,074 - £50,471 (M1-UPS3)

Date: April 2025

Main purpose

The Teacher 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.
- Fulfil duties relative to your paygrade.

N.B. The duties listed below are not an exhaustive list of requirements.

Key responsibilities

Teaching:

- Be responsible for the quality of the teaching and learning of all pupils who are assigned to the post holder
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Plan and teach well-structured lessons to assigned classes, following the school's plans and curriculum
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teachers' professional position.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- Have extensive knowledge and well informed understanding of assessment requirements and arrangements for the subject areas taught, including those relating to public examinations and qualifications.
- Participate in arrangements for preparing pupils for examinations.
- Know how to use both local and national statistical information to evaluate the effectiveness of teaching and learning.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, areas for development, attainment and progress.
- Have up to date knowledge and understanding of how they can meet the learner's needs, including those in vulnerable groups.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour learning strategies, in order to personalise learning to provide opportunities for all learner to achieve their potential.
- Have teaching skills which lead to learners achieving well relative to their prior attainment making their progress, as good as or better than, similar learner nationally.

Pupil behaviour

- Have high expectations of pupils including a commitment to ensuring that they can achieve their full potential.
- Establish a fair, respectful, trusting, supportive and constructive relationship with pupils.

- Demonstrate that pupil behaviour makes strong contributions to positive learning in lessons, by pupils showing that they respond to school and teacher expectations, and they behave in a considerate way towards one and other.
- Commit to safeguarding and the promotion of welfare and equal opportunities amongst all pupils and colleagues.
- Where necessary to resolve conflict between pupils and staff and empower pupils to use appropriate strategies to settle differences.

Whole-school organisation, strategy and development:

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the school's vision and values
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.
- Promote effective and productive working relationships within the school community.
- Commit and promote collaboration and cooperative working.
- Demonstrate a commitment to promoting and developing the Federation's vision, ethos and strategic intentions.
- To support quality assurance processes such as collaborative planning, work sampling, learning walks, pupil voice activities and lesson observations, which will allow greater consistency in teaching and learning.
- Ambition and commitment to improvement;
- A good role model for pastoral care, classroom practice and behaviour management;
- Good time management, flexibility and adaptability.

Health and Safety:

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, security, data protection; and report all concerns to an appropriate person
- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.

Working with colleagues and other relevant professionals:

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Maintain an up to date knowledge and understanding of the professional duties of class teaching assistant/learning support assistant.
- To provide regular feedback to line management in a way, which allows for effective communication and dissemination, promotes good practice and, if necessary, addresses under-performance.
- Working individually and with colleagues to ensure that schemes of work and lesson planning is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to pupils' development and well-being.
- Being prepared, in consultation with year group teachers, to adjust curricular provision to meet the needs of students effectively.
- Contribute to cross-curricular provision
- Contribute to curriculum enrichment opportunities.

Management of staff and resources:

- Direct, supervise and provide support to support staff assigned to them and, where appropriate, other teachers
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff
- Monitor quality and standards of resources delegated to them.
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.

Professional development:

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching and overall performance
- Where appropriate, take part in the appraisal and professional development of others.
- To participate in professional development opportunities.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.

Communication:

- Communicate effectively with pupils, parents/ carers, colleagues, wider school community and governors.

This generic job description is not intended to be comprehensive. It will be reviewed annually but may need to be modified in the interim following negotiation.

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.

This role will be reviewed annually as part of the performance management and appraisal process.