



JOB DESCRIPTION Classroom Teacher

Salary and grade: MPS range 1-6, UP1-UP3 (depending on experience) in line with the current School Teachers' Pay and Conditions Document

Reporting to: The Head teacher & members of the senior leadership team (SLT)

Supervisory responsibility: The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with 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

Main 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 school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan and adapt teaching appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; more able & talented and EAL; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)

- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies for the phonics scheme used by the school.
- If teaching within EYFS and KS1 ensure that the continuous provision and outdoor teaching areas are resourced effectively, are engaging, adapted to need, curriculum inspired and support all pupils to make progress across all areas of the curriculum.
- 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, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected from all members of the school community
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- 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
- Fulfil wider professional responsibilities
- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being

using school systems/processes as appropriate

- Communicate and co-operate with relevant external bodies
- Be prepared to undertake an extra-curricular club
- Make a positive contribution to the wider life and ethos of the school, for example by attending occasional school events outside of normal school hours

Administration

- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, 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
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality

Please note that this is illustrative of the general nature and level of responsibility of the role, it is not a comprehensive list of all tasks that the teacher may carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head teacher.

The Danegrove School community is built on respect, and all staff are expected to be considerate, courteous and empathetic to pupils, colleagues, parents and visitors alike by demonstrating the values that underpin the school ethos.



Person Specification Class Teacher

Key: E = Essential, D = Desirable

| | E | D |
|--|---|---|
| Qualifications & Training | | |
| Educated to degree level | X | |
| Qualified Teacher Status | X | |
| Evidence of a commitment to own Professional Development | X | |
| Experience | | |
| Evidence of being a good/outstanding teacher | X | |
| Evidence of high quality planning and curriculum development | X | |
| Evidence of a proven track record in raising standards for all pupils | X | |
| Successfully promoted high standards of positive attitudes and engagement in learning for all pupils | X | |
| For teaching experience to reflect having worked with a diverse range of groups, e.g. SEN, more able & talented and EAL. | X | |
| Professional Knowledge and Skills | | |
| To be thoroughly committed to raising standards of attainment and achievement | X | |
| To be open to change and responsive to new learning initiatives. | | X |
| Knowledge and understanding of the expectations within the National Curriculum and EYFS Curriculum. | X | |
| Knowledge and understanding of data analysis and the ability to use data to both identify gaps in learning and to set challenging targets. | | X |
| Understanding of how to challenge and stretch pupils at all levels. | X | |
| Belief in creating a learning environment that promotes positive mental health and wellbeing for all pupils. | | X |
| An excellent understanding and application of appropriate strategies for managing pupils' behaviours. | X | |
| Proven ability to work with parents and the wider community. | | X |
| Understanding of child protection procedures and safeguarding children. | X | |
| Excellent time management and organisation skills | X | |
| Excellent verbal and written communication skills. | X | |
| Training and practice in Ruth Miskin's 'Read Write Inc' | | X |
| Personal Qualities | | |
| High expectations of self, demonstrating reliability, professionalism and integrity. | X | |
| Dependable, honest, trustworthy, and ability to uphold confidentiality. | X | |
| Ability to work as both part of a team and independently. | X | |
| Ability to maintain successful working relationships with other colleagues. | X | |
| To be a positive role model for the whole school community. | X | |
| To be able to maintain a good work life balance. | | X |

