

Class Teacher Job Description

Job Title: Class Teacher

Working Pattern: Full time including inset days, 50% in one class (year 5 for 2024-25) plus PPA cover in various year groups and your own PPA time.

Responsible to: Phase Lead.

Grade: Bucks Unqualified Teacher Scale 1-6 or Qualified Teacher Main Pay Scale 1-6 (dependent on experience)

<p>Job Purpose</p>	<ul style="list-style-type: none"> • 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 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 • Take responsibility for promoting and safeguarding the welfare of children and young people within the school •
<p>Key Duties and Responsibilities</p>	<p>Duties and responsibilities</p> <p>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. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.</p> <p>Teaching</p> <ul style="list-style-type: none"> • 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 teaching and differentiate 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; gifted and talented; EAL; disabilities; 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
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- 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 examinations and 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 of pupils
- 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
- 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
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

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
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- 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 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

	<ul style="list-style-type: none"> Proactively participate with arrangements made in accordance with the Appraisal Regulations <p>Other</p> <ul style="list-style-type: none"> To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality Perform any reasonable duties as requested by the headteacher <p>Note</p> <p>This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.</p>
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Signature of Role Holder	
Name	
Date	

Class Teacher Person Specification

You should use this Person Specification as a guide for aspects to be covered in your application after reading the Job Description.

Class Teacher	Essential	Desirable
Educational Qualifications Candidates should have:		
Qualified Teacher Status		D
A commitment to continuous professional development and a willingness to attend training sessions as required.		D
Experience Candidates should have:		
Evidence of successful HLTA/teaching experience in a primary school	E	
Knowledge of the National Curriculum and its implications for classroom practice;	E	
Know how to plan engaging lessons that cater for the needs of all pupils;	E	
Experience of monitoring and recording pupils' academic development;		D
Experience of assessing pupils against age related expectations;		D
Ability to interpret and analyse attainment data to identify learning needs and set targets;	E	
Producing and delivering reports to governors;		D
Experience of policy development;		D
Experience of writing and evaluating an action plan:		D
Evidence of leading on an area of school improvement/subject leadership with proven impact;		D
Experience of supporting pupils with a range of special educational needs		D
Job Related Knowledge, Aptitude and Skills Candidates should have:		
A thorough knowledge of the current curriculum practice	E	
The ability to have effective interpersonal and communication skills with colleagues, pupils and parent	E	
Evidence of a high level of personal motivation and enthusiasm	E	
A positive attitude to personal and professional development	E	
The ability to work with other staff, including support staff, when planning and delivering the curriculum	E	
The ability to work with parents, carers and other members of the school community	E	
The ability to establish effective working relationships with all members of the school community	E	
Able to use own initiative and meet deadlines	E	
Be innovative and able to manage own time effectively .	E	

An understanding of, and a commitment to, high quality, inclusive education	E	
Personal and Professional Qualities Candidates should have:		
The capacity to project and sustain a positive attitude and approach	E	
The capacity to be flexible in working practices	E	
The ability to use initiative when problem solving	E	
The ability to work independently and as part of a team	E	
The ability to manage, organise and motivate staff with diplomacy, sensitivity and good humour	E	
A commitment to personal and professional development	E	
An enthusiasm and energy for teaching	E	
A passion for supporting all children to achieve their potential	E	
Commitment to school life beyond the classroom	E	
Equal Opportunities Candidates should have:		
A commitment to equal opportunities policy and practice	E	
The ability to demonstrate that they have actively fostered equal opportunities in their own work	E	

Specification Criteria:

E – Essential

D – Desirable

This is an exciting and unique opportunity to help shape school community alongside the successful candidate's own professional development