

Polden Bower School

Job Description

Class teacher

Job Title: Class teacher

Responsible to: The Head of School

Main purpose of the role:

- Undertake duties as required within the Teacher's Standards.
- Display commitment to the ethos and success of the school, work within the vision of the school at all times.
- Contribute to the school's process of self-evaluation and development.
- Be familiar with the school's systems, structures, policies and procedures and adhering to these.
- Actively supporting school activities where required, planning and leading educational visits, extra-curricular activities, parent evenings which may require some out of hours availability as set out in the Directed time calendar.
- Responsible for safeguarding of children and young people within the school and ensuring safeguarding and welfare of children is kept in the highest regard at all times.
- Maintaining a positive attitude towards the school, maintaining the highest professional standards at all times.

Teaching and Learning

Deliver sequential and adaptive learning programmes which meet the needs of each child and young person.
As a teacher at Polden Bower School, there will be a requirement to teach within the different centres for the school.
Planning an adaptive, balanced and appropriate curriculum which supports the needs of all children and young people and supports every individual to meet their own potential.
Adaptive teaching styles to suit all children and young people and providing a safe, supportive and structure learning environment.
Differentiating resources and equipment so lessons and teaching activities can be accessed by all.
Self-evaluate own teaching to improve effectiveness.
Working within the school's curriculum framework and policies.
Engage in professional dialogue regarding teaching and learning to support improvements.

Children and Young people

Work as part of a team, both within school and with other professionals to evaluate, develop and support children and young people.
Ensuring a Relational Approach at all times, to build, foster and maintain strong trusting relationships with children and young people. Working within the school's Relational Policy at all times.
Ensuring the implementation of specific strategies and SEND support to enable children and young people to access the curriculum and reach their full potential.
Being familiar with the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years', understanding the needs of children and young people with SEND including their EHCP Education, Health and Care Plan. Putting in place strategies and resources as required.
Understanding the school's safeguarding procedures and actively promoting the wellbeing and safety of children and young people at all times.

Monitoring and reporting

Following the school's assessment requirements in terms of Baseline, ongoing assessment and target setting and being able to talk about progress and outcomes and progress meetings during the year.
Systematically assessing and recording academic progress and other areas of progress and development (such as BOXALL for social and emotional development). Using the assessment information to inform planning and teaching moving forward.
Monitoring the work of children and young people, provide verbal and written feedback when marking and reviewing work in line with the school's policies.
Deliver relevant national tests and examinations, collation of coursework and accreditation material in line with relevant frameworks.
Reporting on progress to parents and carers and senior leaders as and when required.

Professional Development

Keeping up-to-date with the requirements of the curriculum and national expectations and guidelines.
Undertaking relevant training and professional development activities.
Engage in monitoring of teaching and learning activities within school, including feedback and use this to improve effectiveness.

Communication

Work collaboratively and positively with all stakeholders including children and young people, parent carers, colleagues, leaders, Governors, visitors and other professionals.
Liaise and work closely with curriculum leaders within the school and wider partnership.
Build professional, trusting relationships with children and young people.

Vision

Support the vision, ethos and policies of the school. To be ambitious and aspirational for our children and young people, staff, families and wider community by focussing on outcomes for all children and young people.
Support the implementation of the school improvement plan and to take responsibility for the delivery of teaching and learning for your teaching groups and/or particular subject areas.
To be accountable and able to prioritise and manage time effectively to deliver the vision with good pace and within agreed timescales.

This job description will be reviewed annually as part of the Appraisal process.

Teacher: **Date:**

Line Manager: **Date:**

Executive Headteacher: **Date:**



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

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

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, 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 involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.