

Wootton Lower School
Class Teacher Job Description



Job Title: Class Teacher
Responsible to: Head Teacher and Governing Body`

OVERALL RESPONSIBILITY

- To maintain and build upon the standards achieved in the award for QTS (Primary) as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching & Learning:

1. Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
2. Direct the use of any support staff. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
3. Use the allocated PPA time to plan effective lessons which have clear teaching aims, objectives, and lesson content and appropriately structured subject matter that matches the needs of the pupils.
4. Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
5. Establish and maintain a high standard of discipline by the use of positive behaviour strategies and thereby create an environment in which pupils feel safe, secure and confident.
6. Employ homework to consolidate and extend learning.
7. Provide a challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
8. Use a variety of adaptive teaching methods which incorporate effective questioning and responses in whole class, small group and individual teaching.
9. Plan and provide structured learning opportunities, which engage pupils' interest and which take account of their needs - particularly their developing physical, intellectual, emotional and social abilities.
10. Implement and keep records on Individual Learning Plans.
11. Consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEND;
 - have English as an additional language;
 - are considered disadvantaged.
12. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
13. Encourage all pupils to reach their true potential and implement the Values Education programme fully so the children develop into confident and caring citizens.

Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Write/collate high quality and informative annual reports to parents/carers.
4. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.
5. Contribute towards the "assess, plan, do review" cycle as detailed in the current Code of Practice.
6. Assess pupils' work systematically and use the results to inform future planning.
7. Prepare pupils for Early Years Foundation Stage Assessments and/or National Curriculum Assessments.
8. Carry out or support senior colleagues in the administering of Early Years Foundation Stage Assessments and/or National Curriculum Tests.

Curricular Knowledge & Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study and/or Early Years Framework and specifications for all relevant areas of the Curriculum.
2. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
3. Keep up to date with research and developments in pedagogy and curriculum content.
4. Support the ongoing developments in Maths and English teaching.

Professional Standards & Development

1. Attend and participate in open evenings and pupils' performances.
2. Be aware of the role and functions of the Governing body.
3. Have a willingness to run a lunch time or after school club.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.
5. Be able to critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Be able to establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
7. Assist in the development of the School Curriculum in line with the School Improvement Plan.
8. Assist in the maintenance of good discipline in and around the School.
9. Cover for absent colleagues as is reasonable and in line with present government regulations. Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.

Health and Safety

1. Undergo Basic First Aid training and update courses.
2. To be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring & Reporting

1. Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE lessons.
3. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Liaising with Others

1. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
2. Contact parents, if appropriate, after proper consultation with the Headteacher.
3. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
4. Keep up-to-date with all safeguarding procedures and notify the Designated Safeguarding Lead of any concerns about a child.

General Tasks

1. Set a prompt and structured start to the morning and afternoon sessions.
2. Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly.
3. Participate in and deliver assemblies, where required.
4. Attend assemblies.
5. Participate in the formulation and execution of policies.
6. Organise class participation in School events.
7. Organise school visits and visitors into school to enhance the curriculum.