

JOB PROFILE

TITLE: CLASSROOM TEACHER

RESPONSIBLE TO: Subject Team Leader

GRADE: Teacher Main Scale

PURPOSE OF POST:

To facilitate and encourage learning which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the well-being, education and discipline of all pupils.

DIMENSIONS:

Accountable for:

Pupils: All pupils

Staff: None

Resources: All physical resources they use including classrooms, teaching materials and ICT equipment.

PRINCIPAL ACCOUNTABILITIES:

Planning, Teaching and Class Management

1. To prepare and teach lessons of a high standard to all pupils in their classes so that pupils achieve the targets they are set.
2. With the guidance from the Subject Teaching and Learning Leader, participate in all CPD activities that will improve personal performance in any aspect associated with classroom teaching and professional knowledge.
3. To take part in the school's Performance Management process and enter into a professional discussion with their line manager about their strengths as a teacher and any areas which are in need of improvement.
4. Address any areas of weaker performance, taking advice from their line manager and actively engaging in any actions that might be suggested.
5. Be willing at all times to have lessons observed in order for the school to be able to accurately assess the overall quality of teaching within the school which is vital to the whole school self-evaluation process.

Monitoring, Assessment, Recording, Reporting

1. To follow designated programmes of study, carry out all assessments and marking, recording, reporting and target setting in line with departmental and school policy.

Pastoral Duties

1. At all times ensure that pupils are subscribing to school policies in terms of behaviour, appearance, academic work and social interaction and follow the guidelines given in the staff handbook if any pupil is infringing these policies.

Other Professional Requirements

1. Work as a team member within the department, sharing ideas and resources and asking for guidance and help from fellow teachers when necessary.

Resource Management

1. To take a shared responsibility to ensure the accommodation in which teaching takes place is vibrant and conducive to learning.
2. To ensure that all department resources used are kept in good order and any defects are quickly reported to the Subject Team Leader.

Knowledge and Skills

At all times, there must be demonstrable knowledge and understanding of:

- The principles and practices of excellent learning and teaching
- The specialist subject area
- The application of ICT to learning, teaching in the specialist subject
- The use of past and current pupil data in order to improve
- Statutory requirements and recent developments in terms of government initiatives and policy

Personal Qualities:

Self Awareness

Accurate self-assessment
Self-confidence

Social Awareness

Empathy
Organisational awareness
Service orientation

Self Management

Transparency
Adaptability
Achievement orientation
Initiative
Optimism

Relationship Management

Developing others
Change catalyst
Influence
Conflict management
Team work and collaboration

Personal Contacts:

External: Contractors, suppliers, parents and relevant health professionals

Internal: Students, staff, Governors, parents and any other visitors to the school

CONTEXT:

All classroom teachers are role models to pupils within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2007.

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The Chiltern Learning Trust is committed to its schools working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across schools within the Trust by agreement with the Head Teacher.

Safeguarding Children:

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service'.

'CVs will not be accepted for any posts based in schools'.

PERSON SPECIFICATION: CLASSROOM TEACHER

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirability (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching in the relevant subject area.	1,2	Working with children with English as an Additional Language.	1,2
	Using data to inform target setting and planning.	1,2		
Skills / Abilities	Ability to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).	1,2	Ability to coach and mentor others.	1,2
	Ability to form and maintain appropriate relationships and person boundaries with children and young people.	1,2		
	Ability to use new technology to support both the curriculum and work organisation.	1,2		
	Ability to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2		
	Ability to monitor and evaluate teaching and learning.	1,2		
	Ability to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Ability to assess the needs of individuals to inform lesson planning.	1,2,5		
Ability to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	5			

Attributes	Essential	How Measured	Desirable	How Measured
Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		
Specialist Knowledge	Subject / Key Stage curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status	4	Evidence of meeting the threshold standards.	1,2
	Evidence of ongoing continuing professional development.	1,2	Sustained and substantial performance in the threshold standards.	1,2
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons.	1,2		
	Willingness to work in both this school and our partner school if required.	1,2		

1 = Application Form	2 = Interview	3 = Test
4 = Proof of Qualification	5 = Practical Exercise	

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the school's policies are reflected in all aspects of his/her work, in particular those relating to;

- i) Equal Opportunities
- ii) Health and Safety
- iii) Data Protection Act (2018).

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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'Experience of working in a school environment is essential for this post'.