Job Description

Class Teacher *(with TLR2 responsibility for right candidate)*

Responsible to: Headteacher, Deputy Headteacher

Job Purpose:

Class Teacher

The class teacher will take responsibility for the learning needs of a class of children, ensuring that they are safe, feel valued and are academically challenged and therefore achieving their full potential regardless of their starting point.

*TLR2*

To be a core member of the School’s Leadership Team (SLT), taking a pro-active role in strategic whole-school curriculum and assessment developments. This work will focus on raising achievement and enabling all members of the school community to achieve their potential. The TLR2 is dependent on the candidate’s experience and willingness to develop in the areas of either Phase Leader or SEND.

Principal Working Contacts:

Headteacher, Deputy Headteacher, Teaching and Support Staff

Principle Responsibilities

*TLR2 to be offered dependant on candidate for Phase Leadership or SEND*

- To contribute to the school’s development plan by identifying, developing and implementing whole school initiatives;
- To support the School Leadership Team in whole school tracking of pupil data, identifying individual needs and appropriate intervention programs;
- To attend and actively contribute to regular School Leadership Team meetings.
**Phase Leadership**

- To lead learning across a phase, supporting the professional development of relevant staff through performance management, mentoring and modelling of excellent practice;
- Conduct progress meetings and report findings to the Headteacher;
- Work with Governors to improve standards;
- Carry out monitoring and evaluation of learning within the phase.

**Special Educational Needs & Disability (SEND)**

- Take a strategic overview of all forms of support designed to ensure pupils with special educational needs & disabilities (SEND) achieve success.
- Ensure that the needs of all pupils with SEND are met and that they are supported to make good progress.
- Offer practical support and advice to class teachers and support assistants, enabling them to offer high quality provision to SEND pupils.
- Coordinate the school's responsibilities during the statutory assessment process with a view to ensuring that pupils with a high level of need obtain an Education Health & Care Plan (EHCP)
- Support and advise the parents of pupils on the SEND register and particularly those parents whose children have an EHCP.

**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.

**Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- 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

**Demonstrate a 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

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)

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
• Liaise effectively with the SENCO and external agencies to support pupils’ needs
• 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 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 education 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

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 act upon feedback

Create a 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 schools, 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 effective relationships with pupils and demonstrate a good understanding of the link between positive wellbeing and achievement
• have a clear knowledge of a school safeguarding procedures and follow them if concerned about the welfare of a child

Fulfil wider professional responsibilities

• make a positive contribution to the wider life and ethos of the school through attending school events where appropriate and attending staff meetings and training days
• 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

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

Other Duties:

This job description is a broad overview of the post. It is not an exhaustive list of all possible duties and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the post holder will be required to carry out any other duties that are necessary to fulfil the purpose of the job.

Signature of Teacher: __________________________________________________________
Date: __________________________

Signature of Headteacher: ______________________________________________________
Date: __________________________