

# St Alban's CE Primary School



## Class Teacher Job description

The appointment of a Post-Induction Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- The School Development Plan
- Professional Standards for Teachers
- Teacher Appraisal
- Ofsted's School Inspection Framework

The holder of this post is expected to carry out the professional duties of a post-induction teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

### **Values and behaviour**

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.

### **School Development Plan Priorities**

- To ensure all pupils make good or better progress in the core subjects and that variation of performance between groups of children is minimised.
- To continue to raise the quality of teaching and learning and embedding learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
- To actively contribute to the school's plans for improving the education of all pupils.

### **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 and 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.

## **Responsibilities**

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

## **Duties of a class teacher**

- To be responsible for the education and welfare and pupil progress of the class or group assigned to her/him and work within the parameters of all policies and guidelines agreed by the School, Local Authority and Diocese.
- To be responsible for reporting signs of child abuse or neglect and know the procedures that must be followed regarding child protection and safeguarding.
- To ensure a broad and balanced curriculum is delivered which adheres to the school's curriculum framework.

- To ensure that the curriculum offered reflects the multicultural heritage of our pupils and the wider community.
- To contribute to the formation and implementation of the National Curriculum and Religious Education within an inclusive Christian school.
- To promote curriculum continuity, consistency, balance, differentiation and progression; taking into consideration pupils' prior attainment, individual educational plans, pupils who have English as an additional language and gifted and talented pupils.
- To follow the school's assessment and recording systems and be able to use assessment data effectively to set clear targets in order to raise attainment and achievement and ensure maximum progression for all pupils.
- Collecting, analysing and reporting on pupils' views of their learning.
- To undertake responsibility for devising Individual Educational Plans for pupils with Special Educational Needs and/or disabilities and gifted and talented pupils in collaboration with the Inclusion Manager.
- To set a high standard of display of pupils' work in the classroom and shared common areas of the school.
- Helping colleagues to create a stimulating learning environment for teaching and learning.
- Evaluating their own teaching critically to improve effectiveness.
- Managing effectively additional adults in the classroom to promote effective learning for all pupils.
- To promote and facilitate parental involvement in the learning and teaching through a shared school/home approach.
- To work as part of a team within the school.
- To participate in the corporate life of the school.
- Share the responsibility of implementing and promoting the School's Equal Opportunity Scheme.
- To be aware of the need for ongoing professional development and to undertake regular in-service training, including taking responsibility for own training needs.
- Make every effort to foster good relationships with all children, parents, Governors and staff.
- To carry out any task as reasonably requested by the Headteacher.

## **1. Pupil Achievement and Standards**

### **Standards**

**Promotes good or better progress and outcomes by pupils**

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study. (2)

### **Adapts teaching to respond to the strengths and needs of all pupils**

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates 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.
- Has 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. (5)

### **Makes accurate and productive use of assessment**

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (6)

### **Performance Expectations**

- Works with other colleagues to calculate key outcomes and progress measures for all classes taught.
- Uses estimate data and information from previous teachers to plan lessons and ensure teaching meets the needs of each student.
- Assists pupils in tracking their own progress and supporting pupils in seeking help to ensure progress.
- Uses performance data to analyse progress and identify under achievement of students.

- Plans effectively for differentiation within the lesson structure and applies appropriate teaching strategies to meet the needs of individual students.
- Makes accurate and meaningful assessments, tracks and reports progress.
- Keeps up to date, accurate and thorough records of assessment of students' work, and uses this assessment to inform planning and teaching strategies.

## **2. The quality of provision**

### **Standards**

#### **Demonstrates good subject and curriculum knowledge**

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates 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, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies. (3)
- Plans and teaches well-structured lessons
- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s). (4)

#### **Performance Expectations**

- Ensures that subject knowledge is thorough and is promoted in classes to engage the interests of students taught.
- Delivers well-planned and structured lessons.
- Ensures that all students develop their skills as learners.
- Regularly sets homework in line with school policy. Marks homework and provides

feedback to students.

- Develops other activities that extend students' learning outside the classroom and their wider interests in the subject.
- Regularly reviews the success of lessons and provides formal lesson plans and evaluation of these plans as part of the departments QA processes.

### **3. Behaviour and safety of pupils**

#### **Standards**

##### **Sets high expectations which inspire, motivate and challenge pupils**

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

##### **Manages behaviour effectively to ensure a good and safe learning environment**

- Has 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.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary. (7)

##### **Performance Expectations**

- Consistently greets pupils on entry to lessons.
- Ensures the classroom has stimulating displays that are updated and relevant to the subject.
- Establishes ground rules based on clear expectations of mutual respect.
- Ensures that expectations are appropriately challenging for all groups and abilities.
- Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. To lead by example in terms of their commitment to learning.
- Ensures good behaviour and co-operation using seating plans, a code of conduct and ensuring a mutually respectful learning environment.

- Participates in team duties to ensure good behaviour around the school.
- Develops a range of skills to ensure that pupils behave at their best at all times.
- Maintains an appropriate teacher/pupil partnership relationship.
- Presents an appropriate authority around school which gains respect and trust from the students.
- Acts clearly and decisively when sanctions need to be applied.

## 4. Leadership and Management

### Standards

#### Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being. (8)

#### Performance Expectations

- Takes part in open evenings and other promotional events and attends extra-curricular activities.
- Works with other colleagues in school participating in coaching and mentoring.
- Works in partnership with support staff.
- Ensures their own development is a key priority.
- Makes full use of the school appraisal and CPD programme and opportunities that arise.

Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

HEADTEACHER		POST-INDUCTION TEACHER	
	DATE		DATE

