

**JOB DESCRIPTION**

**St John’s CE Kearsley Primary School**

**Class Teacher**

The appointment is subject to the current conditions of employment for teachers as contained within the School Teachers’ Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and the Standards for all Teachers 2012.

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

Teachers at this school make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. They must 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.

**TEACHING**

A teacher must:

**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

upon teaching;

• Encourage pupils to take a responsible and conscientious attitude to their own work

and study.

**Demonstrate good subject knowledge 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 or, 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:**

• Impact 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;

• 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 on 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.

**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.

**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 school, in

accordance with the school’s behaviour policy;

• Have high expectations of behaviour, and establish a framework for discipline with a

wide 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.

 **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;

• Take responsibility for improving teaching through appropriate professional

development, responding to advice and feedback from colleagues;

• Communicate effectively with parents with regard to pupils’ achievement and wellbeing;

• Deploy support staff effectively.

**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 the 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;

• Have regard for the need to safeguard pupil’s well-being, in accordance with statutory

provisions;

• Showing tolerance of, and respect for, the rights of others;

• Not undermining fundamental British values and mutual respect and tolerance of

those with different faiths and beliefs;

• Ensuring that personal beliefs are not expressed in ways which exploit pupil’s

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.