



Skelton Community Primary School

Job Description

Job Title: Classroom Teacher

Job Purpose:

- a. To implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for all pupils.
- b. To facilitate, support and monitor the overall progress and development of the children.
- c. To foster a learning environment and educational experience which provides pupils with the opportunity to fulfil their individual potential.

Duties and Responsibilities

Key Responsibility - Generic Teachers

- a. You are to carry out the duties of a school as set out in the Pay and Conditions Documents and subject to any amendment due to Government Legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of class teachers.
- b. To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- c. All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- d. All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
- e. All staff will take an active role in the School Self Evaluation process.
- f. All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self-evaluation and peer review.

Duties as Class Teacher

Planning

- a. To plan and prepare work for the children in accordance with the school policies, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.
- b. To involve the Teaching Assistants in planning, and preparation where appropriate.

Recording and Reporting

- a. Assess pupils' work through observation and adult directed tasks, record their development, progress and attainment.
- b. To provide, or contribute to oral and written assessments and reports both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the Early Years Curriculum and/or the National Curriculum.
- c. Prepare Annual Review reports to fulfil statutory requirements, participate in review meetings, and lead these meetings if appropriate.

Review

- a. To evaluate and review own teaching methods, materials and schemes of work and to make changes as appropriate.

Professional Development

- a. To keep up to date with current educational thinking and practice both by study and by attendance at courses, workshops and meetings and to participate in national or local arrangements for appraisal of staff performance.

Policy Review

- a. To take part in whole-school reviews of policy and aims and in the revision of formulation of guidelines.
- b. To help ensure that subject matter and learning resources reflect LA and school policies on race and gender equality and that the implications of these policies are borne in mind in relation to all tasks and duties listed above.

Curriculum Responsibility

- a. To be responsible for one or more curriculum areas across school.

Behaviour and Relationships

- a. To maintain good order, behaviour and respect for others.
- b. To promote understanding of the school's rules and values.
- c. To safeguard health and safety.
- d. To develop relationships with and between children conducive to optimum learning.

Communication with Parents

- a. To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problem or difficulties.

Displays and Environment

- a. To maintain a structured and reflective child-centred learning environment, and to contribute to displays in the school as a whole.

Threshold Expectations

P1: Frameworks

Contribute significantly, where appropriate, to implementing workplaces policies and practice and to promoting collective responsibility for their implementation.

Threshold 2

- Take a lead role in developing workplace policies and practice.
- Develop innovative curricular practices drawing on external evidence to inform own practice and that of colleagues.

Threshold 3

- Take on a strategic leadership role in developing policies and practice in their own and/ or other workplaces.

P2 Teaching and learning

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Threshold 2

- Demonstrate a thorough and up to date knowledge, sharing his/ her knowledge and understanding of the curriculum by taking a lead role in supporting colleagues.

Threshold 3

- Act as a mentor who will share expert knowledge and understanding, motivate and support other colleagues and trainee teachers.

P3/ P4: Assessment and Monitoring

Have an extensive knowledge and well-informed understanding of the assessment.

Have up-to-date knowledge and understanding of the different types of qualifications and

specifications and their suitability for meeting learners' needs.

Threshold 2

- Know how to improve practice through analysis of statistical information to evaluate the effectiveness of teaching and learning in class and as part of a subject team.
- Share practice with colleagues.

Threshold 3

- Demonstrate and lead others on how to collect and analyse statistical information across the school, evaluating the effectiveness of teaching and learning in an area of the curriculum.

P5: Subjects and curriculum

Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses with them.

Threshold 2

- Have an extensive and deep knowledge and understanding of their subjects/ curriculum areas and related pedagogy through involvement in wider professional networks.

Threshold 3

- Share expertise through leading, coaching and mentoring others.

P6: Health and Well-Being

Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Threshold 2

- Teachers should meet the needs of children according to the five outcomes of 'Every Child Matters' (Being healthy, Staying safe, Enjoying and achieving, Achieving economic wellbeing and Making a positive contribution).

Threshold 3

- Teachers should meet the needs of children according to the five outcomes of 'Every Child Matters' (Being healthy, Staying safe, Enjoying and achieving, Achieving economic wellbeing and Making a positive contribution).

P7: Planning

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge.

Threshold 2

- Plan collaboratively with colleagues in order to promote effective practice.

Threshold 3

- Take a lead in planning collaboratively with colleagues in order to promote effective practice.

P8: Teaching

Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Threshold 2

- Quality teaching and assessment for learning leading to pupils making excellent progress in relation to their ability and starting points. Able to demonstrate and model use of different learning styles to support and encourage colleagues.

Threshold 3

- Assessment for learning strategies are used confidently and effectively which impacts on the progress made by pupils in their class. This is an example of good practice which is shared with others and impacts on teaching and learning throughout the school.

P9/ P10: Team working and collaboration

Promote collaboration and work effectively as a team member.

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Threshold 2

- Makes a significant contribution towards the School Development Plan through evaluating specific areas of responsibility and reporting to governors and the senior leadership team.

Threshold 3

- Takes a lead role in school development, training, coaching and mentoring colleagues.