



### **Oakbridge Federation**

**Job Title:** Class Teacher

**Responsible to:** Headteacher and Executive Headteacher

#### **OVERALL RESPONSIBILITY**

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject area curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to Child Protection Procedures.
- To maintain and build upon the standards achieved in the award for QTS (Primary) as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes.

#### **SECTION 1 - GENERAL TEACHING DUTIES**

##### **Teaching and Learning:**

1. Manage pupil learning through effective teaching in accordance with School and Federation policies.
2. Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
3. Ensure continuity, progression and cohesiveness in all teaching.
4. Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs, and ensure equal opportunity for all pupils.
5. Support individual learning, including pupils identified as being in vulnerable groups, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
6. Be responsible for a designated classroom/teaching area and supervise associated resources.
7. Direct the use of any support staff or voluntary helpers (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
8. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
9. Plan and provide structured learning opportunities, which engage pupils' interest and which take account of their needs - particularly their developing physical, intellectual, emotional and social abilities.
10. Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
11. Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
12. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.

13. Set homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
14. Provide a challenging, yet supportive learning environment which stimulates maintains and develops, lively enquiring minds.
15. Employ clear presentation and good use of resources.
16. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
17. Assess, monitor and review the implementation of Intervention Support for various pupils.
18. Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
  - have SEND;
  - are not yet fluent in English;
  - are not yet at age related expectations
  - are in need of additional support due to other extenuating circumstances in their lives;
19. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
20. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
21. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
22. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils become responsible members of society.
23. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
24. Develop in pupils an appreciation of human achievements, failures and aspirations.
25. Develop in pupils, positive attitudes towards, and concern for, the environment.

#### **Monitoring, Assessment, Recording, Reporting**

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning.
4. Write high quality and informative annual reports to parents/carers and direct support staff in the collation process.
5. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.
6. Contribute towards the implementation of Intervention Programmes as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
7. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
8. Prepare pupils for National Curriculum Assessments.
9. Carry out or support senior colleagues in the administering of National Curriculum Tests. .

#### **Curricular Knowledge and Understanding**

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum..
2. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
3. Keep up to date with research and developments in pedagogy and curriculum content.
4. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

#### **Professional Standards and Development**

1. Attend and participate in open evenings and pupils' performances.
2. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.

3. Be aware of the role and functions of the Governing body.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Establish effective working relationships with other professional colleagues, not only those within the School and Oakbridge Federation but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
7. Assist in the development of the School Curriculum in line with the School's Improvement plan.
8. Assist in the maintenance of good discipline in and around the School.
9. Attend meetings within the constraints of directed time and contribute to the development of the Curriculum, and any other relevant aspects of the life of the School.

#### **Health and Safety**

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

#### **Continuing Professional Development - Personal**

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School/National Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement the use of new technologies that enhance teaching and learning.
4. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
5. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
6. Up-date Child Protection training every year and more often if required.
7. Contribute to the professional development of colleagues, especially NQTs.

### **SECTION 2 – SPECIFIC PASTORAL DUTIES**

#### **Support, Guidance, Monitoring and Reporting**

1. Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in SMSC lessons.
3. Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.

#### **Rewards and Sanctions**

1. Inform, reinforce and implement the 'Code of behaviour' and/or 'School Rules' and the 'Policy on Rewards and Sanctions'. Class teachers have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the School.
2. Oversee the collation of records of incidents of inappropriate behaviour relating to pupils in the class.
3. Check daily that correct uniform/standard of dress is worn and to take action when necessary.
4. Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in forming a 'behaviour contract'.

#### **Liaising with Others**

1. Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform appropriate learning and behaviour managers about social or behavioural issues related to pupils.
4. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
5. Keep up-to-date with Child Protection Procedures and notify the 'named person' of any concerns about a child.

**Administration: (Registration, Absences, Lateness)**

1. Mark the register fully and accurately.
2. Contribute to the monitoring of the pupils' attendance/absence and lateness records. The Learning Mentor and other colleagues will also contribute to this process.
3. Distribute information at the end of the day, such as newsletters, timetables, etc.

**Special Conditions of Service**

- An enhanced DBS will be required
- Suitable references

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Federation in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning and the pastoral care of the children in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

Signed ..... Teacher                      Date: .....

Print name .....

Signed ..... Headteacher                      Date: .....