Job Description

POSITION: **Class Teacher**
GRADE: **MPR**
SCHOOL: **Yerbury Primary School**
RESPONSIBLE TO: **Headteacher**

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document and the school job descriptions relevant to subject leadership responsibility. Members of staff should at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's Education Development Plan.

MAIN RESPONSIBILITIES	
Relationships with children and young people	• Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. • Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
Frameworks	• Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
Communicating and working with others	• Communicate effectively with children, young people and colleagues. • Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. • Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. • Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and raising their levels of attainment. • Have a commitment to collaboration and co-operative working where appropria
Personal and professional development	• Evaluate their performance and be committed to improving their practice through appropriate professional development. • Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. • Act upon advice and feedback and be open to coaching and mentoring.
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	
Teaching and learning	• Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring	• Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications. • Know a range of approaches to assessment, including the importance of formative assessment. • Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. • Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
Subjects and curriculum	• Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments. • Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
Literacy, numeracy and ICT	• Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
Achievement and Diversity	• Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences. • Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching. • Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people. • Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
Health and well-being	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures. Know how to identify and support children and young people whose prog development or well-being is affected by changes or difficulties in their pers circumstances, and when to refer them to colleagues for specialist support.
PROFESSIONAL SKILLS	
Planning	• Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. • Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

	• Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
Teaching	• Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. • Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
Assessing, monitoring and giving feedback	• Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. • Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development. • Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. • Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
Reviewing teaching and learning	• Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary. • Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
Learning environment	• Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. • Make use of the local arrangements concerning the safeguarding of children and young people. • Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts. • Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy. • Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners. • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
Team working and collaboration	• Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them. • Ensure that colleagues working with them are appropriately involved in

	supporting learning and understand the roles they are expected to fulfil.

PERSONAL RESPONSIBILITES

- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS

- To ensure that all services within the areas of responsibility are provided in accordance with the school's Commitment to high quality service provision to the customer.
- At all times to carry out the responsibilities of the post with due regard to the school's E Opportunities policy

Reporting to:　　　　**Headteacher**

Signed --

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