

**Christ Church C of E Primary School  
Purley**

Learning, developing and growing into the person that God intends us to become

**Job Description & Person Specification:**

Class Teacher

**Purpose of Post:**

**MAIN PURPOSE OF THE POST**

To be responsible for the wellbeing, progress and attainment of pupils assigned to you by the Head Teacher and to carry out all duties required of a teacher as specified in the current Teachers' Pay and Conditions document and Teachers' Standards May 2012.

Teachers make the education of their pupils their first concern, and we 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.

**SPECIFIC RESPONSIBILITIES**

In line with school policies take responsibility for teaching a class and leading a subject or other area of school development. *NQTs do not lead a subject during their NQT year.*

**TEACHING**

**As a class teacher you will be expected to:**

**1. Set high expectations which inspire, motivate and challenge pupils.**

- 1.1 Establish a safe and stimulating environment for pupils, noted in mutual respect.
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, ability and dispositions.
- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2. Promote good progress and outcomes by pupils.**

- 2.1 Be accountable for pupils' attainment, progress and outcomes.
- 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3. Demonstrate good subject and curriculum knowledge.**

- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- 3.3 Demonstrate 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.
- 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **4. Plan and teach well structured lessons.**

- 4.1 Impart knowledge and develop understanding through effective use of lesson time.
- 4.2 Promote a love of learning and children's intellectual curiosity.
- 4.3 Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.
- 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### **5. Adapt teaching to respond to the strengths and needs of all pupils.**

- 5.1 Know when and how to differentiate appropriately, using approaches which enables pupils to be taught effectively.
- 5.2 Have a secure understanding of how a range of factors can inhibit pupils ability to learn, and how best to overcome these.
- 5.3 Demonstrate an awareness of the physical, social and intellectual support pupils' education at different stages of development.
- 5.4 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.

#### **6. Make accurate and productive use of assessment.**

- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- 6.2 Make use of formative and summative assessment to secure pupils' progress.
- 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **7. Manage behaviour effectively to ensure a good and safe learning environment.**

- 7.1 Have 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.
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- 7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **8. Parent partnership.**

- 8.1 To foster good relationships with children, parents and colleagues.
- 8.2 To provide home learning activities which extend and challenge the children's learning.
- 8.3 To communicate effectively with parents with regard to pupils' achievements and wellbeing.
- 8.4 To report to parents on their child's academic, social and emotional progress.

#### **9. Wider professional responsibilities.**

- 9.1 To make a positive contribution to the wider life and ethos of the school.
- 9.2 To develop effective professional relationships with colleagues, knowing how and when to draw on

advice and specialist support.

9.3 To deploy support staff effectively.

9.4 To take responsibility for improving teaching through appropriate professional development,

## **PERSONAL AND PROFESSIONAL CONDUCT**

**Please note that this school has a strong Christian ethos and it is essential that teachers are able to support this** (point 6 below).

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:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
2. Having regard for the need to safeguard pupil's wellbeing, in accordance with statutory provisions.
3. Showing tolerance of and respect for the rights of others.
4. 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.
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. 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.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## **SUBJECT LEADER RESPONSIBILITIES**

All teachers, except NQTs, take responsibility for a subject area or other aspect of school development. As a subject leader you will be responsible for the management and monitoring of the subject throughout the school.

As subject leader you will be expected to:

1. Be responsible for the selection, provision, care, maintenance and demonstration of resources.
2. Take responsibility for updating the curriculum schemes of work and ensuring modifications are made as appropriate.
3. Monitor standards through planning, observation and sampling work.
4. Play a significant role in supporting and developing colleagues through INSET and other opportunities.
5. Liaise with the Leadership Group to review and modify the
  - a. policy and schemes of work which conform to current National
  - b. Curriculum requirements to ensure continuity and progression for all pupils.
6. Keep up to date with current developments.
7. Undertake further INSET as appropriate to your curriculum responsibility.
8. Liaise with other subject leaders and help to develop cross-curricular links.
9. Ensure the Head Teacher, staff, parents and Governors are kept informed of innovations and developments in relation to your curriculum subject.
10. Lead staff meetings/training.

All subject leaders submit an action plan annually, which forms an aspect of the school improvement plan, and a budget bid based on the action plan.

Subject Leaders report on the progress of their subject to the Governing body and meet with the appropriate link Governor for their subject as appropriate.

### **Staff Directed Time**

Class time            08.55-15.10  
Before school       08.40 - 08.55  
After school        15.10 -15.25  
Curriculum Responsibility  
Appraisal  
5 INSET Days

This job description may be reviewed at the end of the academic year or earlier if necessary.