



## **Job description: Full-time Teacher**

**Salary: main pay scale**

**Responsible to: Year Group Leader, Phase Leader, Deputy/Vice Principal and Principal**

### **General duties**

The education and welfare of a designated class of pupils, in accordance with the requirement of the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required Standards for Class Teachers and other current legislation, having due regard to the requirements of the:

- National Curriculum;
- School's aims, objectives, key priorities, core values and schemes of work;
- Teaching & Learning Handbook;
- Policies of the Governing Body.

To share in the corporate responsibility for the well-being and discipline of all pupils

### **Main Activities and Specific Responsibilities:**

- To organise, manage and develop a resource based teaching/ learning environment that provides opportunities for independent learning, the development of autonomy for all pupils in the group rooted in mutual respect;
- To foster the growth of the whole child, spiritually, intellectually, socially, emotionally and physically;
- To set high standards of achievement and demonstrate good progress and outcomes by pupils;
- To ensure that accurate, regular assessment (in accordance with school policy) is carried out and that assessments inform future targets, planning and pupil progress meetings;
- To give pupils regular feedback both orally and through accurate marking, and encourage pupils to respond to the feedback;
- To be aware of the individual needs of the pupils and to match activities and situations to meet these needs using approaches which enable pupils to be taught effectively;
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding of pupils;
- To work as a member of the staff team in ensuring the delivery of whole-school policies and keep abreast of current developments and good practice in Primary Education;
- To make a positive contribution to the wider life and ethos of the school;
- To take a full part in performance review;
- To support the ethos of the school and to contribute to the general well-being of all the members of the community: pupils, parents, colleagues, governors and all others involved;
- As a leader in our community, to set appropriate standards of dress, language and behaviour;

- To respond to such reasonable requests as are made by the Principal of the school.

## **Characteristics of a Class Teacher at West Drayton**

### **Professional Knowledge:**

- Secure knowledge of the National Curriculum
- Secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these;
- Challenges pupils' thinking, learning attitudes, understanding and independence
- Plans effectively according to the Teaching and Learning Handbook
- Uses appropriate methods and strategies outlined in the Teaching and Learning Handbook
- Manages pupils' behaviour effectively – according to school policy and procedure (Behaviour policy)
- Uses assessment according to the school's policy and procedure to inform teaching (Teaching and Learning Handbook and Assessment Policy);
- How to uphold public trust in the profession and maintaining high standards of ethics and behaviour including the need to safeguard pupils' well-being in accordance with statutory provisions.

### **Professional Abilities:**

- Promote a love and learning and children's intellectual curiosity;
- Sound understanding of children and how they learn with an ability to employ distinctive teaching approaches to engage and support children with differing needs (SEN, high ability, EAL, disabilities);
- Sound understanding of literacy, articulacy, Standard English, phonics (if teaching early reading) Mathematics, Science and Computing;
- Reflects and researches own practice to support professional and personal development;
- Communicate effectively with parents;
- Is a learner and, therefore, keeps up-to-date.

### **Inter-Personal Skills:**

- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils;
- Is flexible and adaptable;
- Has good time management;
- Is a good listener;
- Has the ability to empathise;
- Can work well in a team;
- Can deploy support staff effectively;
- Is well organised and can organise others;
- Is creative, enthusiastic, dynamic, sensitive and motivates ;
- Has the ability to take risks in order to challenge pupils;
- Develop and maintain good professional relationships with colleagues, parents and external agents;
- Maintain confidentiality.

### **We expect the following quality of teaching from our teachers:**

They should:

- Be able to play a positive role in the decision making process in the school e.g. Discussion of aims, philosophy, policy statements, schemes of work;
- Have a secure knowledge and understanding of the subjects they teach;
- Set high expectations so as to challenge pupils and deepen their knowledge and understanding;
- Be masters of core teaching skills maximising creativity and learning;
- Plan effectively to meet the needs of all pupils;
- Employ methods and organisational strategies which match curricular objectives and the needs of all pupils;

- Use time and resources effectively;
- Foster excellent relationships with pupils;
- Expect 100% compliance from children in the classroom, establishing the foundations for enthusiastic and motivated behaviours for learning;
- Assess pupils' work thoroughly and constructively and use assessments to inform teaching.

### **Curriculum or Delegated Management Responsibilities:**

To have responsibility of a curriculum subject or an aspect of the school's work, in accordance with the Teachers' Standards and related school policies

- Demonstrate a critical understanding of developments in the subject or area and promote the value of scholarship;
- Contribute to the design and provision of an engaging curriculum;
- Develop, monitor and evaluate policy;
- Ensure policy implementation;
- Develop, monitor and evaluate schemes of work;
- Apply assessment and record keeping policies as relevant;
- To advise and encourage on all aspects of curriculum areas;
- To take responsibility for and deliver INSET as required;
- To appropriately manage the relevant budget;
- To procure quality and appropriate resources and materials for relevant delegated areas;
- To attend CPD, remain informed of current developments and to disseminate information to staff;
- To keep senior leaders, governors and parents informed;
- To ensure continuity and progression within the school;
- To participate in monitoring and evaluation of standards, including:
  - Evaluation of teachers' planning to encourage appropriateness, breadth and balance
  - Evaluation of pupils' work
  - Analysis of achievement data, wherever relevant
- To liaise with outside agencies and cluster schools where appropriate.

This job description may be amended at any time after discussion with you.

**Person Specification**  
**Class Teacher**

	Essential	Desirable
Educational Achievements, Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Certificate of Education <i>or</i></li> <li>• Degree &amp; PGCE</li> </ul>	Evidence of continuous INSET and commitment to further professional development
Teaching Experience	<ul style="list-style-type: none"> <li>• The Class Teacher should have had experience of teaching as a qualified teacher or through their teacher training.</li> <li>• Experience in EYFS, KS1 or KS2</li> </ul>	
Job related knowledge, aptitude and skills	<ul style="list-style-type: none"> <li>• A clear understanding of the National Curriculum and the process of managing and constructing an appropriate curriculum for primary aged pupils.</li> <li>• Understanding of teaching strategies to raise standards and promote progress, including target setting.</li> <li>• Demonstrate excellent results and outcomes.</li> <li>• Excellent ability to plan effectively to meet the needs of all pupils</li> <li>• Excellent ability to assess, evaluate and record pupil performance with reference to the requirements of the National Curriculum</li> <li>• Capacity and motivation to review and improve teaching strategies, appropriate to differing needs and abilities</li> <li>• Ability to deploy a range of successful classroom management skills so that all non-complex pupils are 100% compliant</li> <li>• Excellent time management strategies - best use is made of teaching time.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of promoting positive relationships between staff, parents, governors and the community.</li> </ul>
Equal Opportunities	The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection	<ul style="list-style-type: none"> <li>• Experience of special needs work.</li> <li>• Experience of working in a multi-cultural school.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Personal vision of excellence in primary education.</li> <li>• Personal 'presence' and confidence. Warmth, sensitivity, flexibility, maturity of approach and enthusiasm.</li> </ul>	<ul style="list-style-type: none"> <li>• A commitment to out of school activities, e.g. residential visits and after school clubs.</li> <li>• A range of outside interests.</li> </ul>

	<ul style="list-style-type: none"> <li>• A commitment to the ethos of the school as a partnership of pupils, staff, governors, parents and the community.</li> <li>• Good communication skills.</li> <li>• Willingness to take part in the broader life of the school.</li> <li>• A commitment to teamwork and the ability to promote the qualities of effective teamwork.</li> <li>• Tact, diplomacy and a sense of humour.</li> </ul>	
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