# bonner3

# **CLASSTEACHER**

# **JOB DESCRIPTION**

## **Job Description**; Classteacher

## **Grade**; Mainscale

**Reports to;** Head teacher

**Line manager/s:** The Headteacher and Phase Leader

Supervisory responsibility: The postholder is responsible for the deployment and

supervision of the work of teaching assistants relevant to their responsibilities.

**Main purpose of the job:**

• Be responsible for the learning and achievement of all pupils in the class/es

ensuring equality of opportunity for all.

• Be responsible and accountable for achieving the highest possible standards in

work and conduct.

• Treat pupils with dignity, building relationships rooted in mutual respect, and at

all times observing proper boundaries appropriate to a teacher’s professional

position.

• Work proactively and effectively in collaboration and partnership with learners,

parents/carers, governors, other staff and external agencies in the best

interests of pupils.

• Act within, the statutory frameworks, which set out their professional duties

and responsibilities and in line with the duties outlined in the current School

Teachers Pay and Conditions Document and Teacher Standards (2015).

• Take responsibility for promoting and safeguarding the welfare of children and

young people within the school.

**Duties and responsibilities**

All teachers are required to carry out the duties of a schoolteacher as set out in the

current School Teachers Pay and Conditions Document.

• Deliver the curriculum as relevant to the age and ability group/subject/s that

you teach.

• Be responsible for the preparation and development of teaching materials,

teaching programmes and pastoral arrangements as appropriate.

• Be accountable for the attainment, progress and outcomes of pupils’ you teach

• Be aware of pupils’ capabilities, their prior knowledge and plan teaching and

differentiate appropriately to build on these demonstrating knowledge and

understanding of how pupils learn.

• Have a clear understanding of the needs of all pupils, including those with special

educational needs; gifted and talented; disabilities; and be able to use and

evaluate distinctive teaching approaches to engage and support them.

• If teaching early reading, demonstrate a clear understanding of appropriate

teaching strategies.

• Use an appropriate range of observation, assessment, monitoring and recording

strategies as a basis for setting challenging precise learning objectives for

pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress

and levels of attainment.

• Make accurate and productive use of the assessment module to secure pupils’ progress.

• Give pupils regular feedback, both orally and through accurate constructive

feedback and marking in line with policy. Encourage pupils to respond to the

feedback, reflect on progress, their emerging needs and to take a responsible

and conscientious attitude to their own work and study.

• Use relevant data (adopted by the school) to monitor progress, set targets, and plan subsequent lessons.

• Set homework and plan other out-of-class activities to consolidate and extend

the knowledge and understanding pupils have acquired as appropriate.

• Establish a safe, purposeful and stimulating environment for pupils, rooted in

mutual respect and establish a framework for discipline with a range of

strategies, using praise, sanctions and rewards consistently and fairly.

• Manage classes effectively, using approaches which are appropriate to pupils’

needs in order to inspire, motivate and challenge pupils.

• Maintain good relationships with pupils, exercise appropriate authority, and act

decisively when necessary.

• Be a positive role model and demonstrate consistently the positive attitudes,

values and behaviour, which are expected of pupils.

• Have high expectations of behaviour, promoting self control and independence of

all learners.

• Be responsible for promoting and safeguarding the welfare of children and young

people within the school, raising any concerns following school

protocol/procedures.

• Participate in any relevant meetings/professional development opportunities at

the school, which relate to the learners, curriculum or organisation of the school

including pastoral arrangements and assemblies.

• Work as a team member and identify opportunities for working with colleagues

and sharing the development of effective practice with them.

• Contribute to the selection and professional development of other teachers and

support staff including the induction and assessment of new teachers, teachers

serving induction periods.

• Ensure that colleagues working with you are appropriately involved in supporting

learning and understand the roles they are expected to fulfil.

• Take part as required in the review, development and management of the

activities relating to the curriculum, organisation and functions of the

school.

• Cover for absent colleagues within the remit of the current School Teachers’

Pay and Conditions document.

**Fulfil wider professional responsibilities**

• Work collaboratively with others to develop effective professional relationships

• Deploy support staff effectively as appropriate.

• Communicate effectively with parents/carers with regard to pupils’

achievements and well-being using school systems/processes as appropriate.

• Communicate and co-operate with relevant external bodies.

• Make a positive contribution to the wider life and ethos of the school.

Administration

• Register the attendance of and supervise learners, before, during or after

school sessions as appropriate.

• Participate in and carry out any administrative and organisational tasks within

the remit of the current School Teachers’ Pay and Conditions Document.

• Marking to be carried out in accordance with school marking policy.

• Progress reports for children to be prepared and issued as per school policy implemented by the Curriculum Leadership Group.

• Parent Conference Meetings to be attended as per the school policy.

**Professional Development**

• Regularly review the effectiveness of your teaching and assessment procedures

and its impact on pupils’ progress, attainment and well being, refining your

approaches where necessary responding to advice and feedback from colleagues.

**September 2018**