Dronfield Henry Fanshawe School

Success with Care

Job Description

Post title	Class Teacher
Salary and range:	Main pay range in line with the School Teachers' Pay and Conditions Document
Line manager/s:	The headteacher, members of the senior leadership team (SLT) and the governing body
Supervisory responsibility:	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

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Core purpose of the job:

- Be responsible for the learning, attitude, guidance and achievement of all students 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 students 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 students
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards 2012
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

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Duties and responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

Teaching

- 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, attitudes and outcomes of students you teach, particularly groups who are at risk of underachievement (e.g.' disadvantaged' students)

- Be aware of students' capabilities, their prior knowledge and plan teaching and personalise appropriately to build on these demonstrating knowledge and understanding of how students learn
- Have a clear understanding of the needs of all students, including those with special educational needs; most able; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Be an effective mentor of a vertical mentor group
- Make accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through impactful marking, and ensure that students 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 to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities (e.g. field trips) as required to consolidate and extend the knowledge and understanding students have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Attitude to Learning and Safety

- Establish a safe, purposeful and stimulating environment for students, 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 students' needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, 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 students
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out other duties, as directed by the Headteacher, required to protect the health and safety of children (e.g. fire marshalling or evacuating children from school in the event of an emergency)
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- 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 and where appropriate threshold assessments
- 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 pastoral functions of the school
- Contribute to the 'Big 3' improvement priorities
- Cover for absent colleagues within the remit of the 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 students' 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 required
- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with the school's appraisal process

Other

- Comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Adopt a professional standard of dress which sets a good example to students.
- Have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change.

Signature of post holder: _____ **Date:** **/ /**

Signature of headteacher: _____ **Date:** **/ /**