



Class Teacher – Job Description

Job title	Class Teacher
Salary and grade:	Equivalent main pay scale range 1-6 / Equivalent UPS 1, in line with the current School Pay Scale (Radlett Preparatory School Ltd, currently use the NASUWT pay card for guidance)
Line manager/s:	The Principal, Vice Principal, Year Group Leader, members of the Senior Leadership Team (SLT).
Supervisory responsibility	The post holder may be 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 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 interest of pupils
 - Act within, the school framework, which sets out their professional duties and responsibilities which uses **for guidance purposes only**, the current *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 schoolteacher as set out in the current School Documentation and job description. Radlett Preparatory School Ltd undertakes Teachers' performance which is assessed against the teacher standards as part of the appraisal process relevant to their role in the school.

Teaching

- Deliver the school 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; 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 learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and 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 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
- Participate in arrangements for examinations and assessments within the remit of the School curriculum and assessment systems.

Behaviour and Safety

- 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 in line with the school behaviour policy.
- 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, value and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School procedures and expectations
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

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 Documentation



Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, 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 arrangements made in accordance with the Appraisal Practice within the school.

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Teachers on the equivalent grade MPS 1-6 will be expected to perform and are appraised against the current school Professional Skills Level Descriptors for main pay scale teachers
- Perform any reasonable duties as requested by the Principal, Vice Principal and Directors of the school

Upper Pay Scale (UP1/2/3)

- Teachers on the equivalent grade of UPS 1, 2 or 3 will be expected to perform and are appraised against the current school Professional Skills Level Descriptors for Upper pay scale teachers.

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 either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.