



JOB DESCRIPTION

Date	February 2018
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Job title:

Class Teacher

Reporting to:

Head Teacher

Department/School:

North Bridge House Prep School

Scope:

To plan, develop and deliver high quality lessons

Checks:

This post is subject to satisfactory DBS, overseas check(s) and references

The jobholder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If, in the course of carrying out the duties of the role, the jobholder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.

Working With Us

Achieving more than you believed possible – that's what constitutes a quality education. At Cognita it is what we strive for in our schools. We want it for our children, and we want it for the people who work for us.

Since Cognita's launch in 2004, we've built an international network of 67 schools that serve some 30,000 pupils across seven countries in the UK, Europe, Latin America and South-East Asia.

Cognita's international network of schools and regional offices, combined with our ongoing investment in the professional development of our people, means we can offer first-class career opportunities with a global dimension. If you want to take your career further, we want to support you in achieving that goal within Cognita.

North Bridge House is an independent, co-educational establishment. There are approximately 1250 pupils on roll across 5 sites from Playgroup to Year 13. NBH offers a supportive and nurturing environment where pupils feel secure and are set challenges which enable them to meet or exceed expectations. We educate the whole child and nurture independence and academic success through a diverse curriculum that challenges pupils and develops enquiring minds.

Our aims at North Bridge House are:

- To celebrate each child as an individual
- To have a happy school with a friendly, family atmosphere
- To provide a secure and nurturing environment where children can learn tolerance, consideration and respect for others
- To help every child fulfil...and even exceed...their potential through dedicated and inspirational teaching
- To educate the whole child by offering a wide variety of academic, sporting and extra-curricular activities

Job Summary

SECTION 1 - GENERAL TEACHING DUTIES

1. Manage pupil learning through effective teaching in accordance with the Key Stage schemes of work and policies
2. Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning
3. Ensure continuity, progression and cohesiveness in all teaching
4. Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs and ensure equal opportunity for all pupils
5. Support individual learning, including pupils on individual subjects, gifted and talented registers, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly
6. Be responsible for a designated classroom/teaching area and supervise associated resources
7. Direct the use of any support staff or class helpers (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximize their effectiveness within lessons. This does not imply to any line manager responsibilities but facilitates the best deployment of human resources
8. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching
9. Plan and provide structured learning opportunities, which engage pupils' interest and which take account of their needs – particularly their developing physical, intellectual, emotional and social abilities
10. Use the allocated non-contact time to plan effective lessons, which have clear learning aims, objectives and learning outcomes, lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively
11. Have high expectations of the pupils' behaviour, academic and social abilities and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment
12. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions and thereby create an environment in which pupils feel safe, secure and confident
13. Employ homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning
14. Provide a challenging, yet supportive learning environment which stimulates, maintains and develops lively enquiring minds
15. Employ clear presentation and good use of resources
16. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support
17. Implement and keep records on Pupil Passports (IEP's)
18. Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
19. Implement and keep records on Pupil Passports (IEP's)
20. Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
 - have SEND
 - are gifted and talented
 - are not yet fluent in English or EAL

22. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just, and encourages mutual respect, concern for others and truthfulness
23. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning
24. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours
25. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils become responsible members of society
26. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also, to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
27. Develop in pupils an appreciation of human achievements, failures and aspirations
28. Develop in pupils positive attitudes towards and concern for, the environment.

Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge and use SIMS to keep up to date records of each child
2. Be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents
3. Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning
4. Write high quality and informative annual reports to parents/carers and direct support staff in the collation process
5. Discuss pupils' progress and welfare with parents/carers – both formally, e.g. at parent's evenings and also informally at other times
6. Contribute towards the implementation of Pupil Passports (IEPs) as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes
7. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback
8. Prepare pupils for CATS & ISEB assessments if and when appropriate
9. Carry out the administering of CATS tests including supervision/invigilation of the tests carried out in the normal classroom with the class

Curricular Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the School's schemes of work, level descriptors and specifications for all relevant areas of the Curriculum
2. Have a good knowledge of any of the School's requirements related to the pupils' education or welfare, including the Safeguarding Policy
3. Keep up to date with research and developments in pedagogy and curriculum content;
4. Support the ongoing developments in Literacy and Numeracy
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold – thereby deepening the pupils' knowledge and understanding

Professional Standards and Development

1. Attend and participate in open evenings and pupils' performances
2. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
3. Be aware of the role and functions of the Head Teacher
4. Set a good example, not only to the pupils they teach but also to all other pupils in the School, in their appearance and their personal conduct
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning
6. Establish effective working relationships with other professional colleagues, not only those within the School but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists
7. Assist in the development of the School Curriculum in line with the School's Improvement plan
8. Assist in the maintenance of good discipline in and around the School
9. Cover for absent colleagues as reasonably directed by the Deputy Head
10. Attend meetings within the constraints of directed time and contribute to the development of schemes of work and any other relevant aspects of the life of the School

Health and Safety

1. Undergo Basic First Aid training and update courses
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions
3. Co-operate with the employer on all issues to do with Health, Safety and Welfare

Continuing Professional Development – Personal

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives
4. To engage in the school's performance management procedure called, 'Let's Talk' displaying a keen interest in your own professional development and being prepared to share best practice
5. Implement the use of new technologies that enhance teaching and learning
6. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received
7. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward
8. Update Child Protection training every three years
9. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Head Teacher
10. Maintain a professional portfolio of evidence to support the Performance Management/teaching and learning review process – evaluating and improving own practice
11. Contribute to the professional development of colleagues, especially NQTs

SECTION 2 - SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring and Reporting

1. Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'
2. Monitor the social progress of pupils, including the progress in Life Skills lessons
3. Use a counselling approach to help pupils explore thoughts, feelings and solutions to problems
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress

Rewards and Sanctions

1. Inform, reinforce and implement the 'Code of Behaviour' and/or 'School Rules' and the 'Policy on Rewards and Sanctions'. Class teachers have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the School
2. Oversee the collation of records of all rewards and incidents of inappropriate behaviour relating to pupils in the class
3. Check entries in Homework Diaries and the Class Diary and to take action when necessary
4. Check daily that correct uniform/standard of dress is worn and take action when necessary
5. Have a detailed knowledge of the pupils in the class and play a central role in the negotiations involved in agreeing acceptable standards of behaviour

Liaising with Others

1. Consider carefully who is the most appropriate person to help in a specific situation and determine who should make contact, when and how, etc.
2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies
3. Inform the Deputy Head about social or behavioural issues related to pupils and use the record of conversation template in dealings with parents
4. Contact parents, if appropriate, after proper consultation with the Deputy Head and the Head Teacher
5. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information
6. Keep up-to-date with Child Protection Procedures and notify the Head Teacher of any concerns about a child

Representing Pupils

1. Take action on behalf of pupils when appropriate
2. Speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting
3. Act as a 'referee' by writing a reference for the pupil to other individuals/institutions, e.g. new school

General Tasks

1. Set a prompt and structured start to the morning and afternoon sessions
2. Ensure that the classroom is left tidy at the end of each lesson and report damage promptly
3. Participate in and deliver class assemblies, where required
4. Attend all assemblies as requested by the Head Teacher – unless withdrawing on the grounds of conscience or religion
5. Participate in the formulation and execution of learning policies
6. Organise class participation in School events
7. Using the school website to keep parents informed of day to day activities and achievements involving the children in your class

Administration: (Registration, Absences, Lateness)

1. Mark the register fully and accurately am and pm; unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance
2. Collect absence letters and pass these on to the secretary for recording and filing
3. Contribute to the monitoring of the pupils' attendance/absence and lateness records. The School Office and Head Teacher will also contribute to this process
4. Organise the effective management of the 'class notice board'
5. Distribute information at registration, such as newsletters, timetables, etc.
6. Collate any reports from other staff and check for accuracy, spelling and grammar. Pass the reports on to the Head Teacher for his/her comments, and finally distribute them to the class

The job holder's responsibility for promoting and safeguarding the welfare of children and young persons for who s/he is responsible, or with whom s/he comes into contact, will be to adhere to, and ensure compliance with, the School's Safeguarding Policy Statement at all times. If in the course of carrying out the duties of the role, the Job holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to the School's Child Protection Officer or to the Head Teacher.

This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Any issues arising from references will be discussed at interview

Person Specification

Education and Skills: Degree, PGCE in Primary Education, Qualified Teacher Status

Training and Experience: Experience of teaching at Key Stage 2, NQTs considered

Competencies for the Role:

Knowledge & Understanding - Understanding of the theory and practice of:

- providing effectively for the individual needs of all children
- statutory National Curriculum requirements at the appropriate key stage
- the monitoring, assessment, recording and reporting of pupils' progress
- the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Safeguarding Children
- the positive links necessary within school and with all its stakeholders
- effective teaching and learning styles

Skills - The teacher will be able to:

- promote the school's aims positively, and use effective strategies to monitor motivation and morale
- develop good personal relationships within a team; establish and develop close relationships with parents, governors and the community
- communicate effectively (both orally and in writing) to a variety of audiences
- create a happy, challenging and effective learning environment

Personal Characteristics:

- approachable
- committed
- enthusiastic
- able to motivate self and others
- calm under pressure
- well-organised
- work in a team

Values Based Behaviours – the behaviours associated with our company values

- Excellence
- Respect
- Integrity
- Collaboration
- Accountability

Remuneration

- Competitive salary
- Contributory pension scheme
- Professional development

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.

Signed: Date:

Name (Print):