

Park Hill Junior School

POSITION:	Class Teacher
REPORTS TO:	Year Group Leader / Head Teacher
RESPONSIBLE FOR:	Support staff and volunteers in class
GRADE:	Teacher's Main Scale

KEY PURPOSE OF THE JOB

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, having due regard to the requirements of the National Curriculum and LEA and school policies.

RESPONSIBILITIES

To make sure children are safe, secure, cared for and motivated and successful learners.

- To take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
- To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
- Implement the Teacher Standards (Sept 2012) across all teaching and learning.

DUTIES

Knowledge and understanding:

- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements.
- Understand progression in all subjects and how to ensure pupil progress for all.
- Cope securely with subject-related questions that pupils raise and know about pupils' common misconceptions and mistakes in their subjects.
- Know the local and national arrangements concerning the safeguarding of children and young people and ensure that the Child Protection Policy is known, understood and adhered to in full.
- Foster the ethos of the school, attending and participating in Collective Worship and other celebrations.

Planning and setting expectations:

- Ensure all planning is in line with agreed school practices so that lessons are differentiated and matched to pupils' needs.
- Identify clear learning intention, success criteria, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught, within the framework of agreed school and national policies.
- Work with year group colleagues to plan sequences of teaching in all areas of the curriculum, ensuring equality of opportunity for children across the year group.
- Have high expectations for pupils' learning and motivation.
- To maintain a high standard of display both in the classroom and in other areas of the school.

- Provide positive and targeted support (with support from the Inclusion Team if required). Implement and keep records as agreed with Senior Leaders.
- Ensure the working practices and procedures are followed in accordance with the policy for Learning and Teaching and promote equal opportunities for all.

Teaching and managing pupil learning:

- Ensure effective teaching of whole classes, groups and individuals so that learning intentions are met, momentum and challenge are maintained, and best use is made of teaching time.
- Ensure the effective deployment of and liaison with support staff to maximise pupil progress.
- Use teaching methods that keep pupils engaged and challenged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and positive and productive relationships.
- Ensure the organisation of the classroom (and outside area if appropriate) provides a stimulus for learning.
- Be able to recognise and deal with racial and other forms of stereotyping.
- Where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
- To provide children with opportunities to manage their own learning and become independent learners.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
- To foster each child's self-image and esteem and establish relationships which are based on mutual respect.

Assessment and evaluation:

- Mark and monitor pupils' class and homework promptly, according to the school's marking and feedback policy, providing constructive oral and written feedback and identifying next steps.
- Be clear about next steps and plan for progression for all pupils using a wide range of available data and assessments, including assessment for learning, so that progress is at least in line with national expectations.
- Carry out assessments of pupils' learning and track using agreed school systems to ensure accurately targeted differentiation and support.

Pupil Achievement:

- Follow school's arrangements for SEND Code of Practice, to ensure progress and achievement for all.
- To ensure a close match between the learning experiences offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
- To make appropriate educational provision for children with SEND and those learning EAL, with support from the SENCo and Inclusion Team.

Involvement in the wider school:

- Ensure effective liaison takes place with other members of staff and parents.
- Consistently implement procedures as stated in the school's policies.

Relations with parents and wider community:

- Be in 'loco parentis', taking overall responsibility for the education, welfare, health and safety of the children in your care. This is to include carrying out risk assessments as appropriate e.g. for visits.
- Know how to prepare and present accurate, informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
- Understand the need to liaise with agencies responsible for pupils' welfare.

Managing own performance and development:

- Understand the need to take responsibility for professional development and to keep up to date with research and developments in the subjects taught.
- Participate in Performance Management or Appraisal.
- Understand professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils taught in presentation and personal conduct.
- Evaluate own teaching critically and use this to improve effectiveness.
- Demonstrate confidentiality.

Managing and developing staff and other adults:

- Establish and maintain effective working relationships with professional colleagues, including support staff.
- To take responsibility for the management of other adults in the classroom to ensure they are involved in the support and challenge of all children.

Managing resources:

- Ensure the organisation of the classroom provides a stimulus for learning.
- Select and make good use of books, ICT and other learning resources that enable learning and teaching objectives to be met.
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning. Ensure all resources are fully utilised, shared appropriately, used prudently, kept in good condition and returned after use.

A class teacher will also be required to undertake any other reasonable duties assigned by the Head Teacher, as the need arises.

KEY ORGANISATIONAL OBJECTIVES

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equalities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Contributing to the maintenance of a caring and stimulating environment for pupils

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.