



Chellaston Junior School Job Description

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Line Manager Name	
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<h2>Class Teacher (MPS)</h2>	
Job purpose	<ul style="list-style-type: none"> To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils matching the school's Curriculum Intent. To monitor and support the overall progress and development of pupils as a teacher To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. To contribute to raising standards of pupil attainment (especially in relation to 'closing the gap' of achievement between different groups) To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment. See also 'finer details' (from page 2 onwards)
To whom the postholder reports to	<p>The postholder is responsible to:</p> <ul style="list-style-type: none"> The Head teacher in all matters The Line Manager (Deputy or Assistant Head teacher) in respect of staffing and pastoral matters The Deputy Head teacher in respect of curriculum matters <p>The postholder is also expected to interact on a professional level with all colleagues, in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school.</p>
Duties and responsibilities specific to the post	<ul style="list-style-type: none"> If applicable (not NQTs), to assist in the development of appropriate syllabuses, resources, schemes of work, policies and teaching strategies in a specific Curriculum Area (see separate post description for subject leadership). To contribute to the achievement of the school's Improvement Plan and its implementation. To implement the curriculum in line with the school's Curriculum Intent. To plan and prepare lessons. To contribute to the whole school's planning activities. See also 'finer details' (from page 2)
Generic duties and responsibilities	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none"> The School's policies and guidelines on the curriculum and school organisation National Professional Standards for Teachers National Standards for Subject Leaders The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment Common core of skills and knowledge for the children's workforce. All teachers have a responsibility for providing and safeguarding the welfare of children s/he is responsible for or with whom s/he comes into contact. <p>The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document and exemplified in the 'Finer Details' below</p>



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Finer details of the Teacher Job Description at Chellaston Junior School:

Key Tasks, Activities and Areas of Responsibility:

A) Planning, Teaching and Classroom Management

Plan teaching and exercise good classroom management to achieve progression in pupils' learning by:

- Making effective use of assessment information when planning lessons (using CJS On-Track and relevant standardised test information)
- Be open to shared moderation of pupils' work with other staff (including those in our Partner Schools) to improve the impact of assessment upon children's learning – and other methods of critically evaluating teaching to improve effectiveness.
- Identifying clear teaching and learning objectives and specifying how they will be taught and assessed.
- Establishing and maintaining a safe environment and purposeful working atmosphere which supports learning where pupils feel secure and confident – High expectations of Behaviour for Learning
- Planning opportunities to contribute to pupils' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development.
- Identifying the needs of individuals and groups within classes and taking note of individual education plans.
- Anticipating workload and planning ahead.
- Setting tasks, including homework, which challenge pupils and ensure a high level of interest and motivation.
- Providing clear structures for lessons, maintaining pace, motivation and challenge.
- Setting clear learning tasks to build on prior attainment.
- Maintaining a well-equipped and organised classroom with appropriate displays, resource areas and materials for the children's use.
- Assisting in the development, continuity and progression in all areas of the school curriculum by planning with colleagues as part of a team within the Key Stage or with all school staff.
- Delivering effective learning for all by using a variety of teaching methods.
- Managing pupils' behaviour and standards and encouraging a high standard of behaviour and mutual respect between all members of the school community.
- Celebrating the achievements and creativity of all pupils.
- Using Teaching Assistants' time appropriately and effectively to impact on pupils' achievement and attainment
- Design and maintain a tidy, clutter-free, organised and stimulating learning environment for children with vibrant display of children's learning.



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B) Monitoring, Assessment, Recording, Reporting

Use effective monitoring, assessment recording and reporting to achieve progression in pupils' learning by:

- Observing patterns of behaviour including absence and punctuality and highlighting concerns to the Attendance Leader (Assistant Head) and/or Learning Mentor.
- **Monitor the mental health and well-being of children in their class, reporting concerns to senior colleagues and the Learning Mentor, if necessary.**
- Assessing how well learning objectives have been achieved to improve specific aspects of teaching.
- Assessing and recording pupils' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, inform planning and recognise the level at which each pupil is achieving.
- Marking and monitoring pupils' work and setting targets for progress – closely following the school's Marking and Feedback policy.
- Gaining an understanding and knowledge of each child's previous educational, home background, medical needs, ethnic origin, home language and religion.
- Preparing and presenting informative reports to parents/carers.

C) Other Professional Requirements:

- Promote and safeguard the health, welfare and safety of pupils.
- Contribute to the planning and transfer of pupils across transitional stages.
- Participate in the annual Performance Management process.
- Undertake appropriate, and agreed, continuing professional development, taking responsibility for your own professional development and duties in relation to school policies and practices.
- Work pro-actively with your Line Manager to monitor and assess your own performance. Taking on board constructive criticism and taking action to seek continuous improvement.
- Operate at all times within the stated policies and practices of the school.
- Ensure the school's open door policy is fully implemented so that parents/carers are made to feel important and visitors to feel welcome.
- Be supportive of and sensitive to the needs of colleagues; always speaking in a polite, professional and respectful manner
- Keep up to date with national, local and school initiatives relating to curriculum developments to maintain good subject knowledge.
- Ensure that the school monitoring procedures are fully implemented.
- Liaise effectively with parents/carers, staff and governors as necessary and establish and maintain effective working relationships with all.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Represent the school at internal and external meetings and events as required, ensuring that positive networks are built, especially within the Peak Trust.
- Make positive contributions towards school initiatives including the School Improvement Plan and post-Ofsted / HMI Action Plans in the interests of whole school excellence.
- Behave in such a way that supports a positive, lively and enthusiastic atmosphere for pupils and staff.
- Be committed to sharing and following the school's 'whole school approach' in all we do.



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This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Chellaston Junior School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006

Key Skills and Competencies:

Qualifications

- Degree level qualification.
- Postgraduate professional qualification e.g. Postgraduate Certificate in Education.
- Willingness to continue professional development.
- Mathematics GCSE (or equivalent) Grade C or above
- English GCSE (or equivalent) Grade C or above
- Desirable - An A-Level and/or degree qualification in any one of the core subjects (Maths, English, Science)

Other Skills Required for Role

- Ability to be flexible in order to accommodate changes in work priorities.
- Ability to balance tasks and resources in the organisation of a wide range of activities.
- Ability to provide contingencies to deal with the unexpected.
- Ability to think clearly and logically in working through a problem and to make referrals as appropriate.
- Ability to monitor progress against key performance indicators.
- Possess an enthusiastic and positive attitude.
- Have an awareness of the needs of children who have English as an additional language.
- Have an awareness of the needs of children who have additional needs.

Communication

- Apply effective verbal communication skills.
- Present information and ideas clearly, by using language appropriate to the audience.
- Positively influence the opinions of others through factual discussion.
- Adapt personal style to suit individual situation and needs.
- Create an environment of trust by delivering on promises.
- Utilise report-writing skills to accurately reflect a situation through positive language.
- Use negotiation skills with staff, parents and outside agencies.

Accountability/Freedom to Act

- Make routine decisions based upon guidelines and procedures laid down in the established framework.
- Lead by example in standards of behaviour in the work environment.



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- Make decisions based upon analysis, understanding and interpretation of relevant data and information.
- Make judgements with regard to when it is appropriate to liaise with others including external agencies.

General Comments

- The Classroom Teacher teaches classes of approximately 32 children but, on occasion this will be more than 32 if the school budget and strategic planning requires this.
- To be successful in this role you must readily adapt to constantly changing curriculum, modifying lesson preparation and delivery accordingly.
- You must operate strictly in accordance with the school policies and procedures and have limited scope for decision making outside of these frameworks.