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North Bridge House

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**Job Title:** Class Teacher at North Bridge House Prep School

**Responsible to:** Head Teacher

**OVERALL RESPONSIBILITY:**

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject area curriculum, using a variety of approaches; to continually enhance teaching and learning;
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy; to enable all pupils to achieve their full potential;
- Contribute to the safeguarding and promotion of the welfare and personal care of children;
- To use SIMS to record and track pupils' academic and social behaviour and progress;
- To use non contact time effectively for planning, preparation and assessment purposes.

**SECTION 1 – GENERAL TEACHING DUTIES**

**Teaching and Learning:**

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 and 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 Individual Education Plans (IEP's);
18. Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
  - have SEN;
  - are gifted and talented;
  - are not yet fluent in English;
  - are disabled.
19. 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.
20. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning;
21. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours;
22. 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;
23. 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.;
24. Develop in pupils an appreciation of human achievements, failures and aspirations;
25. 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 IEP's 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 Assessments;
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. Implement the use of new technologies that enhance teaching and learning;
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received;
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward;
7. Update Child Protection training every three years;

8. 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;
9. Maintain a professional portfolio of evidence to support the Performance Management/teaching and learning review process – evaluating and improving own practice;
10. Contribute to the professional development of colleagues, especially NQT's.

## **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; 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 whom 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**