Classroom Teacher - Primary Setting Job Description

Christian Ethos

To work with the Headteacher and colleagues to create, inspire and embody the Christian ethos and culture of this Church Academy, securing its Mission Statement with all members of the Academy community to provide a teaching and learning environment that empowers both staff and students to achieve their highest potential.

- To implement the policy of the Trust on Religious Education.
- To ensure that pupils have a safe and caring environment both within the Academy and on out of school activities.
- To foster good relationships with all members of the Academy, the wider Trust and local community including parents.
- To promote the Academy and all it stands for on all occasions, in particular, work with stakeholders.
- To celebrate the successes of the Academy and Trust at every opportunity.
- To act as a model of professional conduct and presentation, demonstrating high personal standards of expertise and commitment.
- To perform in accordance with any directions which may reasonably be given by the Headteacher, such particular duties as may be assigned.

Duties and responsibilities

All teachers are required to carry out the duties of a school-teacher as set out in the current *School Teachers Pay and Conditions* document and the Teacher's Standards 2012 within the context of a Church Academy as part of Cidari Multi Academy Trust.

Teacher Standards

Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a sound understanding of how a variety of factors can inhibit pupils' ability to learn, and how best to overcome them
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate appropriate teaching approaches to motivate and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfill wider professional responsibilities

- make a positive contribution to the wider life and ethos of the Academy and Trust
- develop effective professional relationships with colleagues within the Academy and across the Trust, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Personal and Professional conduct
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers on UPS must demonstrate 'substantial and sustained' level of practice over time.

As a member of Cidari Multi Academy Trust, the following professional aspects are highlighted as being of particular importance.

Teaching and Learning

- Teach challenging, well-organised, planned and structured lessons and sequences of lessons.
- Set high expectations which inspire, motivate and challenge whilst promoting a love of learning.
- Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs, take practical account of diversity and promote equality and inclusion.
- Build on the prior knowledge and attainment of those they teach in order that learners achieve good progress and outcomes.
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills and facilitate independent learning.
- Manage the learning of individuals, groups and whole classes effectively, setting appropriate levels of support and challenge.
- Design opportunities for learners to develop their literacy, numeracy, ICT/ computing and thinking and learning skills, appropriate to their phase and context, and across the non-core curriculum.
- Plan, set and assess homework to sustain learners' progress and to extend and consolidate their learning.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment, in accordance with the Academy's marking and feedback policies.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Other Duties

- Carry out playground and other duties as directed and within the remit of the *School Teachers' Pay and Conditions* document
- Communicate and consult with the parents/carers of learners to promote parental engagement and to support pupil welfare and attainment.
- Communicate and co-operate with any relevant external bodies, developing effective partnerships to support the work of the Academy and Trust.
- Be fully conversant with the Academy's procedures and policies and follow them.

Teacher Appraisal

- Participate fully and pro-actively with arrangements made in accordance with the new Teacher Appraisal Regulations 2012 and with reference to the current Appraisal Policy agreed by the Governing Body of the Academy as a member of Cidari Multi Academy Trust.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary
- Regularly review your role as Class Teacher reflecting on the effectiveness of communication with stake holders
- Be responsible for your own continuous professional development and participate fully in training and development opportunities as Class Teacher, identified by the Academy or as developed as an outcome of your appraisal.
- To take on an additional whole Academy responsibility, as agreed with the Headteacher reporting regularly to the Senior Leadership Team and providing support and advice to colleagues and act as a **champion** for your key area.

Health and well-being

- Establish a purposeful and safe learning environment for learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Academy's behaviour policy
- Use a range of behaviour management techniques and strategies adapting them as necessary to promote self-control and independence of all learners
- Raise all concerns regarding the behaviour, progress or welfare/child protection of any learner with the appropriately identified person

- Be responsible for promoting and safeguarding the welfare of children and young people within the Academy
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and be able to refer to sources of information, advice and support from external agencies.

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the Academy, which relate to the learners, curriculum or organisation of the Academy including pastoral arrangements and worship
- Participate in any relevant meetings, networks and professional development opportunities provided by the Trust.
- Work as a team member and identify opportunities for working with colleagues across the Trust and sharing the development of effective practice with them.
- Fulfil wider professional responsibilities such as making a contribution to the wider life and ethos of the Academy and the Trust.
- Cover for absent colleagues within the remit of the *School Teachers' Pay and Conditions* document

Administration

- Participate in and carry out any administrative and organisational tasks within the remit of the *School Teachers' Pay and Conditions* document
- Register the attendance of, and supervise, learners: before, during or after school sessions, as appropriate.

Exercise of particular duties

- Perform any reasonable duties as requested by the Headteacher

Please note

This job description is not your contract of employment, or any part of it and may change either as your contract changes or as the organisation of the Academy or Trust is changed. Changes will be made through consultation.