



Job Description –Class Teacher

Introduction

This job description should be read in conjunction with the current Teacher Standards, the School Teachers' Pay and Conditions. The provisions of these documents will apply to the post holder. The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher and Deputy Headteacher. They will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post. This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies include the Trusts Stress at Work Policy and the Dignity at Work Policy.

Job Purpose

- To ensure that the children of Bayards Hill Primary School reach their full potential.

Generic Responsibilities

1. To teach a class at any level throughout the school.
2. To be a committed and active member of the staff team and school community.
3. To share the planning within a specified year group and to prepare and evaluate activities that lead to the effective education of the pupils in your charge, through half-termly, weekly and daily plans.
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, using Stat Sheffield, teacher assessment and any other agreed system.
6. To ensure the good behaviour of all pupils in the school, supporting whole school procedures and policies.
7. To be committed to the maintenance of high standards and equality of education throughout the school.
8. To follow agreed school schemes of work and curriculum policies
9. To follow the agreed school procedure for the display and presentation of pupils' work, ensuring that appropriate support staff are briefed fully regarding the presentation of a display should you decide the need for one.
10. To inform parents of their children's progress, attitudes, attainment and targets through written reports and meetings, both before, during and after school.
11. To become a member of a faculty team as part of the planned programme of professional development meetings.
12. To promote the vision, aims and values of the school and to contribute to their development.
13. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.



14. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
15. To implement all school policies, promoting equal opportunities for all.
16. To undertake any other particular duty reasonably assigned by the headteacher from time to time.
17. To be an excellent role model for the school community

Pastoral Care

18. To promote and safeguard the welfare of all children
19. To promote self-discipline, high standards of behaviour and positive attitudes on the part of all children and to implement policies and procedures to foster them
20. Ensure that a high standard of care for all children is maintained
21. To develop and implement equality of opportunity effectively throughout the school.

Communication and Community Links

22. To fully support the life and work of the school
23. To develop and maintain positive and effective professional relationships with colleagues, parents, the local community and Governors
24. To provide information to the Governing Body to enable it to meet its responsibilities
25. To ensure that parent/carers and children are well informed about the curriculum, attainment and progress and are able to understand and contribute to targets for improvement

Health and Safety

26. Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of children, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies; including taking responsibility for raising concerns with an appropriate manager
27. To share in the corporate responsibility for the wellbeing and discipline of all pupils



Person Specification- Class Teacher

	Essential	Desirable
Teaching Qualification	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Evidence of continuing Professional Development • Enhanced DBS disclosure 	<ul style="list-style-type: none"> • Evidence of further professional study • More than two years successful teaching
Teaching and Learning	<ul style="list-style-type: none"> • Excellent classroom behaviour management and evidence of using positive behaviour management strategies • A clear understanding of primary education • Sound knowledge of the National Curriculum • Excellent interpersonal skills • Ability to support parent/carers to improve outcomes for their children • A proven record of raising achievement 	<ul style="list-style-type: none"> • Experience of working with children with SEN • Evidence of raising standards of attainment through effective teaching
Professional Development	<ul style="list-style-type: none"> • Reflective practitioner • Ability to learn alongside others • Willingness to support others to improve 	<ul style="list-style-type: none"> • Willingness to take on an area of responsibility
Other	<ul style="list-style-type: none"> • Ability to be flexible • Well organised and good time keeping • Sense of humour • Ability to managing pupil assessment data • Belief in a culture of high achievement for all • Able to work as a team and collaborate with colleagues and outside agencies to support pupils progress • Willingness to engage in whole school activities 	<ul style="list-style-type: none"> • Willingness to lead an extra-curricular club



Teacher Standards Career Stage Expectations

Professional Area	Relevant Standards	Developing teacher			Accomplished teacher			Expert teacher		
		M1	M2	M3	M4	M5	M6	UPS 1	UPS 2	UPS 3
Professional Practice * see below	1.1(12);1.2(2,3,5) 1.3(1,3)1.4(1,2,3) 1.5 all 1.6(1) 1.7(1,2,3) 1.8(3)2.1(2,4) Preamble	Much teaching good or better; some requires improvement			Majority of teaching is good or better			All teaching is good or better		
Professional outcomes All children to make at least 2 or more sub level progress per year	1.1(2)1.2(1,2,3) 1.5(1)1.6(3,4) Preamble	Most pupils achieve in line with school expectations			Almost all pupils achieve in line with school expectations			Almost all pupils achieve in line with school expectations without additional support		
Professional Relationships	1.1(1)1.6(4) 1.7(4)1.8(2,3,5) 2.1(1,2,3) Preamble	Working positively with children , colleagues and parents	Positive working relationships with pupils, colleagues and parents	Relationships beginning to be focussed on improving provision for pupils	These relationships are securely focussed on improving provision for pupils and productive sharing of professional practice with others	Professional relationships with pupils, colleagues and staff are leading to excellent provision	Professional relationships with pupils, colleagues and staff lead to excellent class provision	Plays an enthusiastic and proactive role in building key stage or departmental teams to improve provision and outcomes	With support plays a proactive role in building school wide teams to improve provision and outcomes	Plays a proactive role in building school wide teams to improve provision and outcomes
Professional Development	1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1)1.8(4) 2.1(2)2.3 Preamble	Beginning to reflect and identify key professional development needs and respond to advice and feedback from more experienced colleagues	To identify key professional development needs and respond to advice and feedback	Reflect and identify key professional development needs and respond to advice and feedback Beginning to take a proactive role in accessing relevant support and professional development from colleagues	Takes a proactive role in accessing relevant support and professional development from colleagues	Becomes almost fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	With support plays a proactive role in leading the professional development of key stage or departmental colleagues leading to improved outcomes for pupils	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school
Professional Conduct	1.1(3)1.7(1) 1.8(1)2.1(all) 2.2 2.3 Preamble	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards

*Some = 25% * Much = 50% *Majority = 75%



Professional Area	Relevant Standards	Band 1 Developing teacher		
		M1	M2	M3
Professional Development	1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1)1.8(4) 2.1(2)2.3 Preamble	Beginning to reflect and identify key professional development needs and respond to advice and feedback from more experienced colleagues	To identify key professional development needs and respond to advice and feedback	Reflect and identify key professional development needs and respond to advice and feedback Beginning to take a proactive role in accessing relevant support and professional development from colleagues
Professional Conduct	1.1(3)1.7(1) 1.8(1)2.1(all) 2.2 2.3 Preamble	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards
Professional Practice	1.1(12);1.2(2,3,5) 1.3(1,3)1.4(1,2,3) 1.5 all 1.6(1) 1.7(1,2,3) 1.8(3)2.1(2,4) Preamble	Some teaching good or better; some requires improvement	Much teaching good or better; some requires improvement	Majority of teaching is good or better
Professional Outcomes	1.1(2)1.2(1,2,3) 1.5(1)1.6(3,4) Preamble	Working towards most pupils achieving with additional support, in line with school expectations	Most pupils achieve in line with school expectations	Almost all pupils achieve in line with school expectations
Professional Relationships	1.1(1)1.6(4) 1.7(4)1.8(2,3,5) 2.1(1,2,3) Preamble	Working positively with children , colleagues and parents	Positive working relationships with pupils, colleagues and parents	Relationships beginning to be focussed on improving provision for pupils



Professional skills Level Descriptors

Professional Area	Relevant Standards	Band 2 Accomplished teacher		
		M4	M5	M6
Professional Development	1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1)1.8(4) 2.1(2)2.3 Preamble	Takes a proactive role in accessing relevant support and professional development from colleagues	Becomes almost fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly	Fully competent practitioner able to keep up-to-date with changes and adapt practice accordingly
Professional Conduct	1.1(3)1.7(1) 1.8(1)2.1(all) 2.2 2.3 Preamble	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards
Professional Practice	1.1(12);1.2(2,3,5) 1.3(1,3)1.4(1,2,3) 1.5 all 1.6(1) 1.7(1,2,3) 1.8(3)2.1(2,4) Preamble	All teaching is good or better	Majority of teaching is good and some outstanding	All teaching is good; some outstanding
Professional Outcomes	1.1(2)1.2(1,2,3) 1.5(1)1.6(3,4) Preamble	Almost all pupils achieve in line with school expectations without additional support	Majority of all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; some exceed them
Professional Relationships	1.1(1)1.6(4) 1.7(4)1.8(2,3,5) 2.1(1,2,3) Preamble	These relationships are securely focussed on improving provision for pupils and productive sharing of professional practice with others	Professional relationships with pupils, colleagues and staff are leading to excellent provision	Professional relationships with pupils, colleagues and staff lead to excellent class provision



Professional skills Level Descriptors

Professional Area	Relevant Standards	Band 3 Expert teacher		
		U1	U2	U3
Professional Development	1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1)1.8(4) 2.1(2)2.3 Preamble	With support plays a proactive role in leading the professional development of key stage or departmental colleagues leading to improved outcomes for pupils	Plays a proactive role in leading the professional development of key stage or departmental colleagues	Plays a proactive role in leading the professional development of colleagues across the school
Professional Conduct	1.1(3)1.7(1) 1.8(1)2.1(all) 2.2 2.3 Preamble	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards	Meets all standards for professional conduct set out in Teachers Standards
Professional Practice	1.1(12);1.2(2,3,5) 1.3(1,3)1.4(1,2,3) 1.5 all 1.6(1) 1.7(1,2,3) 1.8(3)2.1(2,4) Preamble	All teaching is good; some outstanding	All teaching is good; majority outstanding	All teaching outstanding
Professional Outcomes	1.1(2)1.2(1,2,3) 1.5(1)1.6(3,4) Preamble	Almost all pupils achieve in line with school expectations; some exceed them	Almost all pupils achieve in line with school expectations; many exceed them	Almost all pupils achieve in line with school expectations; most exceed them
Professional Relationships	1.1(1)1.6(4) 1.7(4)1.8(2,3,5) 2.1(1,2,3) Preamble	Plays an enthusiastic and proactive role in building key stage or departmental teams to improve provision and outcomes	With support plays a proactive role in building school wide teams to improve provision and outcomes	Plays a proactive role in building school wide teams to improve provision and outcomes