**Post: Class Teacher**

**Designated School: Delce Academy**

**Responsible to: Executive Headteacher / Head of School**

**Main Purpose:**

Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions

Document (STPCD).

Meet the expectations set out in the professional standards framework for Teachers.

**Job Purpose:**

Be responsible for the progress, behaviour and development of a class.

Be responsible and accountable for achieving the highest possible standards in teaching, learning and behaviour;

Be responsible for developing schemes of work and lesson plans in line with curriculum objectives;

Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;

Treat pupils with dignity, building relationships rooted in mutual respect whilst observing proper boundaries appropriate to a teacher’s professional position;

Take responsibility for promoting and safeguarding the welfare of all children within the school.

**Teaching:**

* Deliver the curriculum relevant to the age group that you teach;
* Ensure effective teaching and best use of available time;
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements;
* Be accountable for the good progress, attainment and outcomes of the pupils you teach;
* Demonstrate secure subject knowledge and curriculum knowledge;
* Be aware of pupils, capabilities, their prior knowledge and plan teaching appropriately to build on this demonstrating knowledge and understanding of how pupils learn;
* Have a clear understanding of the needs of all pupils, including those with Special Educational Needs; gifted and talented; EAL; disabilities; and be able to support them effectively;
* Demonstrate an understanding of and take responsibility for promoting high standards;
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for all pupils and monitor progress and attainment;
* Make accurate and productive use of assessment to secure pupils’ progress, give pupils regular feedback, both orally and through accurate marking, encouraging them to respond to feedback and reflect on their progress, their emerging needs and to take a responsible and conscientious approach to their own learning;
* Use relevant data to monitor progress, set targets and plan lessons;
* Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
* Provide structured learning opportunities which develop areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
* Set regular homework and plan other out-of-class activities to consolidate and extend pupils knowledge and understanding;
* Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
* Provide feedback to parents and carers on a pupil's progress at parent’s evenings and other meetings;
* Organise own classroom displays and learning resources;
* Participate in testing arrangements within the provisions of the STPCD.

**In summary:**

* **Teaching lessons that are good or better, consistently.**

**Behaviour and Safety:**

* Establish a safe, purposeful and stimulating environment for pupils rooted in mutual respect 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 to inspire, motivate and challenge pupils;
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
* Be a positive role model and consistently demonstrate the positive attitudes, values and behaviour, which are expected of pupils;
* Have high expectations of behaviour, promoting self-control and independence of all the learners;
* Maintain discipline in accordance with the school’s procedures and encourage good practice with regard to attendance, punctuality, behaviour, standards of work and homework;
* Carry out playground and other duties as directed and within the provisions of the current STPCD;
* Be responsible for promoting and safeguarding the welfare of all pupils within the school, raising any concerns following school protocol/procedures.

**Team Working and Collaboration:**

* Actively participate in meetings and professional development opportunities at the school which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
* Contribute to the professional development of other teachers and support staff including the induction and assessment of new teachers and teachers serving induction periods where appropriate;
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
* Cover for absent colleagues within the remit of the current STPCD.
* Develop effective professional relationships with all colleagues.

**Wider Professional Responsibilities:**

* Work collaboratively with others to develop effective professional relationships;
* Ensure all the duties of the role are carried out so that they conform to good practice and other related school/Trust policies;
* Communicate effectively with parents/carers regarding pupils’ achievements and well-being using school systems/processes as appropriate;
* Deploy support staff effectively as appropriate;
* Communicate and co-operate with relevant external bodies;
* Make a positive contribution to the wider life and ethos of the Trust and the school.

**Administration:**

* Register attendance and supervise pupils before, during or in after school clubs/sessions as appropriate;
* Participate in and carry out any administrative and organisational tasks within the provisions of the current STPCD.

**Professional Development:**

* Regularly review the effectiveness of own teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining on own approaches where necessary and in response to advice and feedback from colleagues;
* Be responsible for improving own practice through participating fully in training and development opportunities identified by the school or as developed as an outcome of the appraisal process;
* Proactively participate with arrangements made in accordance with the annual appraisal process.
* Evaluate own teaching critically to improve effectiveness.

**Personal and Professional Conduct:**

* Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school;
* Maintain high standards of attendance and punctuality;
* Maintain professional confidentiality within and outside of the school;
* Understand and act within the statutory frameworks setting out their professional duties and responsibilities;
* Have professional regard for the ethos, policies and practices of the Trust and the school in which you teach;
* Perform any other duties that may not be specified but which are within the remit of the duties andresponsibilities as may be requested.

*This job description does not form part of the contract of employment. It outlines the key tasks and responsibilities of the role, it is not exhaustive, and the Trust expects its employees to work flexibly within the framework of the duties and responsibilities specified. This Job Description has been prepared for the purpose of school organisation and it may change as your contract or the organisation of the school changes.*

*CASTLE Trust and its schools are committed to safeguarding and promoting the welfare of all pupils and we expect all staff and volunteers to share this commitment. Any offer to successful candidates will be conditional upon receipt of references satisfactory to the CEO and a clear Enhanced Disclosure from the Disclosure & Barring Service.*

Class Teacher

Person Specification

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| Criteria | Qualities |
| Qualifications  | * Qualified Teacher Status (QTS awarded by the DfE, England);
* Degree;
* Evidence of a commitment to professional development.
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| Experience  | The Class Teacher should have experience of:* Successful teaching within primary range;
* Proven track record in raising pupil attainment;
* Working in partnership with parents/carers.
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| Skills and knowledge | * Good subject knowledge and understanding of the National Curriculum;
* Able to plan, prepare and deliver the curriculum relevant to the age and ability of all pupils being taught;
* Creates a challenging, effective, safe and stimulating learning environment;
* Knowledge of teaching and learning strategies to maximise achievement for all pupils including those with SEN and high achievers and to meet differing learning styles;
* Able to effectively assess and record the progress of pupils learning to inform next steps and to monitor progress;
* A good understanding of how children learn;
* Adapts teaching to meet pupils’ needs;
* Committed to meeting the needs of all children;
* Understands and demonstrates effective teaching and learning styles;
* Ability to build effective working relationships with pupils, parents/carers, Governors, colleagues and wider community;
* Ability to plan for progression across attainment range, designing effective learning a cross a series of lessons;
* Knowledge and experience of effective behaviour management strategies;
* Communicates effectively (both orally and in writing) to a variety of audiences;
* Good ICT skills, particularly using ICT to support learning;
* Understands the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection;
* Demonstrates a commitment to equal opportunities and use of a variety of strategies and practices to promote cultural equality in the classroom;
* Encourages children in developing self-esteem and respect for others;
* Has a thorough understanding of the current range of potential barriers to learning for children;
* Demonstrates the thorough understanding of safeguarding and child protection processes and procedures.
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| Personal Qualities  | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the Trust and the school;
* High expectations for children’s attainment and progress;
* Ability to work under pressure and prioritise effectively;
* Flexible and adaptable;
* Organised and able to prioritise;
* Energetic and positive;
* Committed to improving own practice;
* A good team player;
* Commitment to maintaining confidentiality at all times;
* Commitment to safeguarding and equality.
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| Special Requirements | * An Enhanced DBS check is required;
* A good health and attendance record;
* Commitment to working in collaboration across the Academy Trust.
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