

Main tasks and duties of a Primary Class Teacher

Job Scope

The role of the Primary Class Teacher (Year 1 to 6) is to promote the core values of JESS and to ensure that teaching and learning meets the clear expectations of the school. Support and guidance will be provided by the Headteacher, SLT, Subject and Year leaders. The Primary Class Teacher will ensure that all subjects taught are planned to provide coverage, progression, and continuity. He/She is expected to display the highest standards of professionalism in his/her teaching and in his/her relationships with students, colleagues, and parents.

Safeguarding Statement

Safeguarding is everybody's responsibility. All staff working at JESS will have some contact with children and young people and will therefore be in a position of trust. Staff with teaching duties will be responsible for the students that they teach and may also have additional specific pastoral or other responsibilities for other students they do not teach. In addition, all staff will regularly interact with students who may seek assistance or otherwise interact with them whilst moving around the school. In all cases, the staff's responsibility for promoting and safeguarding the welfare of the students is to adhere to and always ensure compliance with the school's Safeguarding and Child Protection policy and procedures to include whistleblowing ensuring all concerns are immediately passed on to the school's Designated Safeguarding Officer(s) (DSO).

Main Tasks and Duties

This not an exhaustive list of duties/responsibilities. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Primary Class Teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. The responsibilities outlined may be modified by the Headteacher, upon mutual agreement, to reflect or anticipate changes in the role:

Main Tasks

- To be responsible for the positive learning environment and achievement of all students in the class, ensuring equality of opportunity throughout
- To promote an enjoyment of learning
- To nurture meaningful relationships with students and provide the individual attention they need having regard to the individual needs and abilities of the students

- To be responsible and accountable for achieving and maintaining the highest possible standards in work and conduct
- To support a culture of reflective practice
- To build relationships with students and parents rooted in mutual respect, always observing proper boundaries appropriate to a teacher's professional position
- To work proactively and effectively in collaboration and partnership with students, specialist teachers, learning support assistants, other staff, parents and external agencies in the best interests of the students

Teaching and Learning

- To identify clear teaching objectives, content, structures and appropriate sequences of lessons
- To prepare and deliver lessons to suit the individual needs of all students
- To be accountable for the attainment, progress and outcome of the students and monitor every child's progress
- To set clear and challenging targets that build on prior attainment for each student; use an appropriate range of observation, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- To be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn
- To have a clear understanding of the needs of all students, including those on the inclusion register with special educational needs; gifted and talented; and/or disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them all
- To make accurate and productive use of assessment to secure students' progress and ensure every child makes good progress from their baseline
- To assess and monitor student progress and provide targets so that all learners can see success and improve
- To ensure the students work is displayed and presented to the very highest standards, ensuring the displays are changed regularly and focus on making learning visible
- To ensure that the classroom and adjacent corridors are kept suitably tidy for prospective parents, to welcome parents and visitors into the classroom and be prepared if requested to give a short explanation of lesson content and displays
- To contribute to the preparation of Action Plans and progress files and other reports
- To select appropriate resources to support learners in achieving teaching objectives
- To ensure resources are managed appropriately both within classrooms and shared resource areas.

Team Working and Collaboration

- To collaborate with other teachers and learning support assistants to share new ideas, approaches and professional knowledge and create a stimulating learning environment for teaching and learning
- To act as a role model for staff, demonstrating a high quality of teaching, learning and assessment
- To participate in relevant meetings / professional development opportunities at school, which relate to the learners, curriculum or organisation of the school including assemblies
- To work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice
- To ensure that Learning Support Assistants working in the classroom are appropriately involved in supporting learning and understand the roles they are expected to fulfil

Behaviour and Safety

- To effectively contribute and provide best practice in combatting risk pertaining to cyber safety, health safety and child protection
- To manage the class effectively, using approaches which are appropriate to students' needs to inspire, motivate and challenge
- To establish a safe, purposeful, and stimulating environment for the well-being of the students, rooted in mutual respect
- To emphasise the importance of safety and safe methods of working in all areas of the school and the curriculum
- To communicate to the staff and students that they must take a responsible attitude to the resources and equipment with which they have been provided
- To alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- To contribute to PSHE Programmes

Safeguarding

- Work in line with statutory safeguarding guidance the school's safeguarding and child protection policy
- Work with the designated safeguarding officer (DSO) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

Communication

- To communicate proactively, accurately and regularly with parents
- To liaise effectively with parents and offer opportunities for them to engage in their child's learning at home
- To develop positive channels of communication to ensure the smooth running of the service amongst all educators
- To attend Parents' Evenings as required and to provide accurate information regarding the progress of students.
- To report to parents in the form of written reports as per the school policy
- To contribute to the newsletters, social media platforms and marketing activity

Administration

- To register the attendance of and supervise students, before, during and at after-school sessions as appropriate
- To participate in and carry out any administrative and organisational tasks as required
- To maintain up to date emergency forms, curriculum plans, individual child development profile and other records as needed

Professional Development

- To understand the need to take responsibility for their own professional development
- To keep up to date with research and developments in pedagogy as relevant to their curriculum area
- To reflect on their own teaching critically and use this to improve their effectiveness.
- To regularly review and evaluate the effectiveness of teaching and assessment procedures and its impact on students' progress, attainment, and well-being
- To be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as a result of appraisal
- To participate fully in the teacher appraisal system, with learning walks, classroom observation and a willingness to be personally observed within the classroom
- To submit books, records or planning as required for monitoring by colleagues or management

Other

- To have professional regard for the ethos, policies and procedures of JESS and maintain high standards in attendance and punctuality
- To maintain smart and professional standards of appearance
- To maintain high standards of conduct both in and out of the classroom.
- To act in a way that conforms to the school's ethos and values and values of the UAE
- To adhere to the teacher standards and expectations set out in the staff handbook, staff code of conduct, Ministry of Education Code of Conduct and the school policies
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- To participate and support in school activities and events outside regular school hours to enrich the school experience for the students to include, but not limited to, ECAs, school trips and residentials (international and local), staff meetings, open days, professional development training sessions, conferences and workshops, induction, major school events and if applicable assessment/examination supervision

Key Relationships

Internal - Students, Learning Support Assistants, Teachers, Year Leaders, Subject Leads, Oasis Team, SLT, Headteacher, Director, Admin team

External – Parents, KHDA, Regulatory authorities and other third parties