

OSI JOB DESCRIPTION

PRIMARY SCHOOL CLASS TEACHER

Job title	Primary school class teacher
Job purpose	To carry out the professional duties of a primary class teacher in accordance with the school's policies under the direction of the Headteacher. The key objective of the teacher's role will be to ensure that pupils develop at a pace that is appropriately challenging for them, and that the characteristics of effective learning are developed to prepare them for their next educational steps. The role of all OSI teachers is to support their pupils' personal, social, academic, physical and emotional development.
Reports to	The Headteacher or the agreed school leader

ESSENTIAL PROFESSIONAL CHARACTERISTICS

OSI's expectation is that teachers at every level of the school:

- Can demonstrate thorough curriculum knowledge and the capacity to teach their subject area with confidence.
- Are effective classroom practitioners who use a wide range of teaching strategies and techniques.
- Consider themselves as members of a team and always aim to work collaboratively.
- Are able to work successfully under pressure and have excellent organisational skills.
- Are confident and competent users of technology in the classroom and for administrative purposes.
- Demonstrate a positive and proactive attitude towards participation in professional development activities and the school's appraisal processes.
- Maintain at all times high standards of professional behaviour towards colleagues, pupils and parents and are a positive role model for their classes.
- Promote the wider aspirations and values of OSI.
- Operate at all times within the stated policies and practices of the school.

KEY DUTIES AND RESPONSIBILITIES

As well as the terms and conditions of service outlined in his or her individual contract, each teacher has the following specific responsibilities. In addition, he or she is expected to undertake any other reasonable task assigned by the school's leaders. Although this document seeks to explain the main duties and responsibilities of the role, each individual task that a teacher might need to undertake may not be listed.

The areas of responsibility of the teacher are to:

1. TEACHING AND LEARNING

- i. Teach in line with the vision and curriculum of the school, and any local requirements.
- ii. Teach creative, challenging and engaging lessons that motivate pupils to learn and are designed to raise levels of attainment.
- iii. Provide a purposeful and vibrant learning environment where children are encouraged to investigate, explore, reflect and express themselves.
- iv. Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- v. Plan work in accordance with OSI requirements, schemes of work and programmes of study.
- vi. Provide clear structures and scaffolding for lessons maintaining pace, motivation and challenge.
- vii. Plan lessons that demonstrate excellent understanding of how children learn, develop and progress.

- viii. Promote in planning and teaching the development of pupils' literacy and language skills in speaking, listening, reading, writing and grammar.
- ix. Ensure a copy of planning is available to the Headteacher and other school leaders.
- x. Ensure coverage of the OSI curriculum within the time frame provided.
- xi. Plan, set and assess appropriate and relevant homework activities in accordance with school policy and guidelines.
- xii. Promote and monitor the general welfare and well-being of all pupils.
- xiii. Set appropriate and demanding expectations for pupils' learning, behaviour and presentation of work.
- xiv. Help pupils to reflect on their own learning and progress, set positive targets for improvement and become successful independent learners.
- xv. Encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively.
- xvi. Effectively use ICT to support learning and teaching.
- xvii. Where appropriate, work in collaboration with Teaching Assistants attached to any teaching group.
- xviii. Set work for absent pupils if requested.
- xix. Create meaningful and well-presented displays of children's work and change displays periodically.
- xx. Monitor absences and punctuality by taking class registers and reporting any concerns promptly to school leaders.
- xxi. Be responsible for school resources, reporting damage or loss to school leaders or the facilities manager, as appropriate.
- xxii. Plan and teach remotely using appropriate technology if circumstances require this.

2. ASSESSMENT AND REPORTING

- i. Identify clear learning objectives and specify how they will be taught and assessed during lessons.
- ii. Know and use a range of approaches to assessment, including the importance of formative assessment and assessment for learning.
- iii. Take account of pupils' prior levels of attainment and use them to set targets for future improvements.
- iv. Observe and assess children in class to maintain accurate records on their progress in line with the school's agreed methods.
- v. Regularly mark pupils' work, using guidance and systems for assessment, feedback and recording in line with whole school policies.
- vi. Report on pupils' levels of effort, attainment and progress as directed.
- vii. Communicate information on pupils' progress clearly and regularly to parents, colleagues and school leaders, including participation in 'conseils de classe' and parents' evenings during and after school hours.
- viii. Provide school leaders with the required results of testing and assist with deciding intervention strategies for individual pupils as required.
- ix. Keep all assessment and tracking data up to date.
- x. Develop assessments or work with others to develop assessments as requested by the Headteacher.
- xi. Attend consultation meetings with parents and any other meetings requested by school leaders with parents.
- xii. Prepare subject and class teacher reports in line with the school's reporting guidelines and calendar.

3. HEALTH AND SAFETY

- xiii. Promote the safety and wellbeing of pupils at all times.
- xiv. Promote and maintain good order and discipline among pupils, managing behaviour in line with the school's behaviour policy to ensure a positive and safe learning environment.
- xv. Read and follow closely school security, health and safety policies and procedures, to contribute towards the safety of all members of the school community at all times.
- xvi. To know and act upon all policies regarding the safeguarding of children.

4. WIDER SCHOOL CONTRIBUTION

- i. Support as required the ethos and philosophy of the school.
- ii. Contribute to whole-school initiatives and improvement targets as requested.
- iii. Read and fully comply with all school policies.
- iv. Share expertise, experience and resources with colleagues as needed.
- v. Work as a contributing member of the team by attending and participating in meetings and discussions as needed.
- vi. Teach cover lessons for absent colleagues as required.
- vii. Undertake regular duties including playground and dining room duty.
- viii. Ensure that all deadlines are met as published in the school's calendar.
- ix. Contribute to the school's website, social media and publications as requested.
- x. Organise if required and take part in school events, outings and activities, which may take place outside normal school hours.

5. PROFESSIONAL DEVELOPMENT

- i. Evaluate own teaching to improve its effectiveness and adopt reflective thinking to improve the quality of pupils' learning.
- ii. Be committed to evaluating and improving own practice through professional development activities, acting upon advice and feedback and being open to coaching and mentoring, as well as working in a collaborative way.
- iii. Take responsibility for own professional development, with the support where required of the school.
- iv. Maintain an up-to-date knowledge of current educational developments.
- v. Develop as required personal French or English language skills in line with the school's appraisal policy.
- vi. Participate fully in the school's appraisal system and training sessions.
- vii. Develop a good working understanding of whole-class teaching strategies for pupils who do not speak French or English as a first language (namely, EAL or FAL methodology) and pupils with additional learning needs.

This job description may be amended at any time and will be reviewed annually.