Cathedral Primary School

KS2 Class Teacher

Job Description

Responsible to: Headteacher, Cathedral Primary School

Start date: 1 September 2021

Purpose of the role

- Be responsible for the learning and achievement of all pupils of an assigned class or group, ensuring equality of opportunity for all pupils;
- Be responsible for the day to day management of the class or group during on site and off site activities;
- Work in partnership with colleagues, governors, parents and outside agencies in the best interests of the pupils and the school;
- Act professionally at all times, and in line with the duties outlined in the current School Teachers' Pay and conditions document and teacher standards 2012;
- Be responsible for promoting and safeguarding the welfare of all pupils and young people within the school
- Actively contribute to, and promote, the aims and objectives of the school, and to maintain its philosophy of education.

Main 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. Due regards should also be paid to the Teacher Standards (2012), against which teacher performance will be assessed as a part of the appraisal process.

Responsibilities of the role

Teaching

- ❖ Create and manage a stimulating, enjoyable, purposeful and safe learning environment for all pupils;
- ❖ Promote a caring, supportive and mutually respectful learning environment;
- ❖ Set challenging, stretching goals in learning and social development which prepare pupils for their life beyond school;
- ❖ Promote high expectations of achievement in all areas of school life;

- Plan and provide well-structured learning activities which build on rigorous ongoing assessment of pupils' capabilities and needs;

- Be accountable for pupil progress, attainment and outcomes;

- Keep up to date with, and demonstrate knowledge of, how children learn, and use this to influence teaching;

- Encourage pupils to take responsibility for their learning, and to develop healthy, conscientious attitudes to learning;

- Demonstrate secure subject knowledge, and in the Foundation Stage, secure knowledge of the Early Learning goals and associated curriculum;

- If teaching early reading, have a secure understanding of appropriate teaching strategies, include, but not limited to, systematic phonics approaches;

- If teaching early mathematics, have a secure understanding of appropriate early mathematics teaching strategies;

- Demonstrate understanding of, and actively promote, high standards in literacy, articulacy and the correct use of standard English;

- Promote a love of learning, and the stimulation of curiosity;

- Plan thoughtful, assessment based and stimulating learning sequences and lessons which develop pupil understanding and knowledge;

- Plan learning activities which develop learning skills and skills for the wider world beyond the classroom, including planning for outdoor learning and school visits;

- Pay due regards to the school's agreed curriculum;

- Plan opportunities to address and develop the personal, social, emotional and cultural aspect of pupils' learning;

- Demonstrate a clear understanding of differentiation, ensuring that the learning needs of all pupils are met, regardless of special educational need, disability, English as an additional language, or high ability;

- Demonstrate an understanding of statutory assessment requirements;

- Use formative assessment to ensure all pupils make progress and use summative assessments as required by the school, to monitor pupil progress;

- Use relevant data to monitor progress, set targets, and plan subsequent lessons.

Behaviour and Safety

- Demonstrate an understanding of, and consistently apply, the school's behaviour policy and code of conduct.
- Develop clear rules and routines for classroom behaviour.
- Promote respectful, courteous and good behaviour throughout and around the school.
- In line with the school's behaviour policy, have high expectations of behaviour, establishing an appropriate framework of rewards and sanctions and to apply these fairly, transparently and consistently
- Manage classes and groups effectively, using a range of appropriate strategies to promote respectful and courteous behaviour.
- Maintain good relationships with pupils, acting warmly but with authority, to the benefit of pupils' learning.

Teamwork and Collaboration

- Work in collaboration with colleagues and the wider school community, taking an active role in decision making with regards to policy development, curriculum development, the preparation of programmes of study, the distribution of teaching materials and resources, and pastoral arrangements.
- Participate in staff meetings and Inset as directed by the Head Teacher.
- Take an active role in the development of the school, its aims and ethos, vision and focus.
- Promote throughout the school and beyond, the school's ethos and philosophy.
- Work in partnership with teaching partners (assistants) and volunteers, ensuring their effective use within the classroom.
- Liaise with outside agencies where appropriate.

Wider Professional Duties

- Consult and communicate with parents and carers over all aspects of pupils' education – academic, social and emotional.
- Communicate achievements and positive feedback to parents and carers.
- Ensure school policies are reflected in practice, including those dealing with bullying and equality.
- Pay due regard to advice and feedback from colleagues to improve practice.

- Promote the welfare of all pupils in line with relevant policies and procedures and to support the school in safeguarding pupils in daily practice.
- Promote equality in all areas of school life and to treat everyone with fairness, respect and dignity.
- Take responsibility for the health and safety of pupils.
- Take responsibility for one's own health and safety, complying with the School's Health and Safety Policy, and any other policies or procedures which pertain to this role.
- Make a substantive contribution to the extra-curricular life of the school, including the provision of after school clubs.

Administration

- Prepare and maintain clear and appropriate records.
- Prepare appropriate records for the transfer of pupils between classes or schools.
- Maintain a regular system of monitoring, assessing, record keeping and reporting of pupil progress.
- Contribute to the selection and professional development of student teachers, new teachers and those serving induction periods.
- Prepare and disseminate such policy, procedural or information documents relating to subjects for which the post holder has responsibility.
- Register the attendance of, and supervise learners, before, during and after school as appropriate including break times as agreed.
- Participate in and carry out any administrative and organisational tasks as reasonably as required by the Head Teacher, paying regard to the School Teachers' Pay and Conditions Document;

Professional Development

- Regularly review the effectiveness of one's own teaching and assessment, refining approaches where appropriate responding to feedback and advice from colleagues.
- Take responsibility for one's own professional development opportunities provided by the school, or identified through the appraisal process.
- Proactively engage with arrangements for appraisal.

Other

- To have professional regard for the ethos, policies and procedures of the school, and to maintain high standards in one's own attendance, punctuality and performance.

- To perform any reasonable duties as requested by the Head Teacher.

This document does not form part of your contract of employment with the school and is not a comprehensive statement of procedures and tasks but sets out the main expectations in relation to the post holder's professional responsibilities and duties.

We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.
