



Wootton Community Primary School

Job Description – Class Teacher

Job Title: Class Teacher

Scale: MPS

Responsible to: The Headteacher

Purpose

Class teachers are responsible for the learning, achievement and welfare of all pupils in the school.

General responsibilities

General responsibilities of a class teacher are set out in the current Teachers Pay and Conditions document and Teachers' Standards 2012.

Specific responsibilities at the school

Teaching and Learning:

1. Teach all pupils according to their individual educational needs ensuring that they make good or better progress through high quality inclusive teaching.
2. Form positive relationships with parents/carers, working with them to support pupil learning and achievement.
3. Plan and resource a classroom which will encourage the development of all aspects of children's learning. In particular to encourage the independent use of resources and involvement in their learning.
4. Plan and deliver consistently good lessons that enable pupils to make progress within each session and learning sequence.
5. Communicate with outside agencies/professional services.
6. Support initiatives decided by the headteacher, governors or senior leadership team.
7. Deploy and supervise the work of any staff who are assigned to the class/pupils.
8. To support the school's extra-curricular activities.

9. To undertake general responsibilities concerned with the day-to-day running of the school such as playground duties.
10. Following the schools' non-negotiable policy to drive consistency across the school for all pupils.

Subject Leader Responsibility:

Provide leadership across the school in a designated subject or curriculum area to include:

- Monitoring quality and standards
- Contributing to school planning and self-evaluation
- Providing professional support to other teachers and support staff
- Advising the headteacher on appropriate resources and materials
- Leading appropriate professional development.

Monitoring, Assessment and Reporting:

1. Monitor and evaluate pupils learning on a daily basis adapting planning to meet their needs.
2. Give pupils daily feedback that moves their learning, implementing the schools' marking and feedback policy.
3. Assess pupils' work and record assessments on the school's data tracking system setting targets based on prior attainment.
4. Use own daily and phase data analysis to inform teaching and the deployment of support staff using a flexible approach to teaching and groupings.
5. Provide intervention to meet the needs of all pupils, in particular for any children underperforming.
6. Report pupils' targets and progress to parents/carers verbally and in writing.

Behaviour and Safety:

1. Maintain the good discipline and behaviour for learning of pupils both in the classroom and around the school in accordance with the school's behaviour policy.
2. Be aware of, and support where required, the social and pastoral needs of pupils.
3. Record and report any child protection concerns to the Designated Safeguarding Leads.
4. Follow and implement the school's Health and Safety policy and procedure.

Continuing Professional Development:

1. Participate in the school's performance management/appraisal system.
2. Participate in meetings which relate to the school's management, curriculum, administration or organisation.
3. Engage fully in training and other learning and development activities within school and beyond.

Wider Professional Responsibilities:

1. To demonstrate a commitment to the full life of the school and to work with all members of staff to ensure the success of whole school initiatives including assemblies, displays, open evenings and other activities as they occur in school.
2. Maintain a thorough professional knowledge of subject areas, keeping up to date with developments of the National Curriculum.
3. Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy.
4. Maintain and contribute to the school's inclusive ethos.
5. Uphold the safety of all pupils in-line with the school's safeguarding policies.

Class Teacher Person Specification

Criteria	Essential	Desirable	Method of Assessment
Qualifications	<ul style="list-style-type: none"> • QTS (Primary age range) • Degree level (or equivalent qualification) 		Application form
Experience	<ul style="list-style-type: none"> • Will have had some experience of teaching children in Early Years/ Key Stage 1 / Key Stage 2 	<ul style="list-style-type: none"> • Experience of working effectively in partnership with parents • Experience of leading a subject area, with ability to show whole school impact • Experience and willingness to providing extracurricular activities for children 	Application form Task Interview
Professional knowledge and understanding	<ul style="list-style-type: none"> • Must have a sound knowledge of the National Curriculum • An understanding of curriculum and pedagogical issues relating to learning and teaching • Familiarity with Standardised Attainment Tests • Understanding of and commitment to the school policies, in particular: • Participation and implementation of the School Behaviour Policy • Implementation of the school Equal Opportunities Policy • Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with SEN • Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN 		Application form Interview

Class Teacher Person Specification

Criteria	Essential	Desirable	Method of Assessment
Professional skills and abilities	<ul style="list-style-type: none"> • A teacher with good ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning. • Must be able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks • Must be able to keep records of pupil progress in line with school policy • Must be able to use assessments of pupils learning to inform future planning • Ability to plan and work collaboratively with colleagues 	<p>Evidence of good and above lesson observations</p> <p>Show evidence of commitment to taking an active part in school life, including out of school hours activities</p> <p>Evidence of continuous professional development and commitment to further professional development relating to curriculum/learning and teaching</p>	<ul style="list-style-type: none"> • Task • Interview
Personal Qualities	<ul style="list-style-type: none"> • Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children • A teacher with a flexible approach to work who enjoys being a good team member • Must have good communication skills both orally and in writing • Must be able to manage own work load effectively • Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships • Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit 		<ul style="list-style-type: none"> • Application form • Task • Interview

Class Teacher Person Specification

Criteria	Essential	Desirable	Method of Assessment
Personal Qualities cont.	<ul style="list-style-type: none"> • To practice equal opportunities in all aspects of the role and around the work place in line with policy • To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post • Highly motivated and able to motivate self and others • Approachable and flexible 		
Knowledge and attitude	<ul style="list-style-type: none"> • Passionate about children's learning • Commitment to safeguarding and promotion of welfare of children and young people • Resilience, Enthusiasm and humour • Excellent record of attendance and punctuality • Empathetic and capable of realistic self-assessment • Open and honest • Fulfil the requirements of an enhanced DBS disclosure 	<ul style="list-style-type: none"> • A creative approach to teaching and learning • Understanding of the strategies for behaviour for learning • A dedication to high academic standards • A belief in working partnerships • Knowledge of current educational trends, curriculum developments and educational initiatives including assessment without levels 	<ul style="list-style-type: none"> • Task • Interview • References • Enhanced DBS check