



Victory Primary School

Class Teacher Job Description

Responsible to: Phase Leader and Deputy Headteacher

Main Purpose of the Job:

To provide an effective education to pupils within the framework provided by the DfE, the Governing Body and the Local Authority, and with regard to all statutory requirements.

Main Duties

To fulfill the Conditions of Employment for Teachers which are listed in the current School Teachers Pay and Conditions Document and the Teaching Standards as listed below :-

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address

- misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, 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 in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Other Duties and Responsibilities:

Undertake any other reasonable professional task as directed by the Headteacher, Deputy Headteacher or Phase Leader.

Notes

This Job description should be read alongside the range of duties and responsibilities of teachers as set out in the Teachers' Pay and Conditions Document.

The duties and responsibilities of the subject element of the post may vary from time to time according to the changing needs of the school. The job description will be reviewed annually in the light of those changing requirements and in consultation with the post holder and governing body. This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation. This document must not be altered once it has been signed, but will be reviewed annually.

Signed _____ Date _____

Headteacher _____ Date _____

Class Teacher Person Description

	Essential	Desirable	Shortlisting
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Good Honours degree • Other qualifications / CPD specific to primary school teaching 	
Skills and experience	<ul style="list-style-type: none"> • Excellent interpersonal, communication and organisational skills • At least 2 years experience of successful teaching in EYFS, Year 1 or upper KS2, with a clear understanding of the teaching strategies and assessments required (If ECT, successful completion of course) • Detailed understanding of the Primary or EYFS curriculum • Clarity of thinking on what constitutes high quality learning, and effective curriculum provision • Experience of working with SEN and EAL pupils • The ability to differentiate work to meet the needs of all ability groups and have high expectations for all pupils • To keep accurate and up to date records of progress and achievement • Understand the key principles of effective marking • Thorough understanding of safeguarding children • Have a strong interest and ability in ICT and its opportunities to 	<ul style="list-style-type: none"> • Evidence of good /outstanding teaching • Understanding of the requirements of the requirements of EYFS, Year 1 or KS2 • Experience of teaching phonics and the phonics screen check • Experience of reception baseline assessments 	

	<p>enrich the curriculum</p> <ul style="list-style-type: none"> • Sound knowledge and understanding of how to create an inspirational, stimulating and creative learning environment to maximise children's opportunity to learn 		
School ethos	<ul style="list-style-type: none"> • An ability to be a personal role model of professionalism, having high expectations of self and others • An understanding of the need for equality of opportunity, regardless of children's gender, cultural or social economic background or disability • A belief in child centred, holistic and life-long learning • Upholding and modelling our school values 		
Relationships	<ul style="list-style-type: none"> • Ability to develop and maintain positive relationships with children and be involved with life of the school community • Commitment to working with parents/carers as partners in learning • Commitment to further develop strong links with parents/carers and the community • Knowledge and understanding of the social and emotional aspects of learning including developing emotional literacy and how this can help 		

	behaviour management		
Personal qualities and attributes	<ul style="list-style-type: none"> • Emphasis on putting the children first and being ambitious for the school • Commitment to raising achievement for all pupils • Ability to communicate effectively in oral and written forms • Able to build and sustain good relationships • Good sense of humour • Adaptability to changing circumstances and new ideas • Have the ability to demonstrate a fair, unbiased and equitable approach to all situations • Personal commitment to working within a team • Have a positive attitude and enthusiasm for all aspects of school life • Ability to be reflective and accept advice • Evidence of personal commitment to professional development 		