



Class teacher – CRANE PARK PRIMARY SCHOOL

Last Reviewed: May 2025

Job Title: Class teacher

Main scale: 1- 6

Reporting to: Headteacher/Deputy head

Supervisory responsibility for staff: own class support staff

Main responsibilities and tasks

Crane Park Primary School:

Crane Park Primary is a vibrant, successful two form entry community school, where children are both nurtured and challenged. We are fortunate to have a richly diverse school community and this is valued and celebrated.

Our Mission Statement:

At Crane Park we strive to make every individual feel valued, happy and successful. Responsibility, enthusiasm and participation are actively encouraged and integrity is prized. Working together in a safe, caring yet stimulating environment, we set high expectations whilst offering strong support, resulting in a community of lifelong learners who can contribute with confidence to our world.

Main purpose of the job:

- This post is subject to the current conditions of employment for class teachers contained in the School Teachers' Pay and Conditions Document, current legislation and Core Professional Standards for Teachers.
- To carry out the professional duties of a teacher as circumstances may require and in accordance with school and local authority policies, responsible to the Headteacher and Governing Body.

Specific attributes/responsibilities:

Professional Attributes

- Have high expectations of pupils and a commitment to ensuring all children can achieve their full educational potential.
- Establish fair, respectful, trusting, supportive and constructive relationships with all members of the school community and set a good example through personal and professional conduct.
- Maintain an up-to-date knowledge of current educational developments.
- Promote equality of opportunity for all.
- Communicate effectively with all members of the school community and stakeholders, including feedback to parents/carers and children about progress, achievement and attainment, objectives and wellbeing.
- Be committed to evaluating and improving own practice through professional development activities, acting upon advice and feedback and being open to coaching and mentoring, and working in collaborative and co-operative practices.
- Operate at all times within the stated policies and practices of the school.

Professional Knowledge and Understanding

- Have a good working knowledge of teachers' professional duties and legal liabilities.
- Have a good and up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies, demonstrating how to adapt them to enable all learners to achieve their potential.



- Know and use a range of approaches to assessment, including the importance of formative assessment and assessment for learning, as well as statutory end of Key Stage assessments.
- Know how to collect and use statistical information to evaluate the effectiveness of teaching, monitor progress and raise levels of attainment.
- Use reports and other information related to assessment to provide learners with constructive feedback.
- Know and understand the relevant statutory and non-statutory curricula and frameworks and other relevant initiatives.
- Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.
- Have a good understanding of how children develop and progress and make effective personalised provision for all pupils, including collaborating with other adults and agencies.
- Know when to draw on the expertise of colleagues such as those with responsibility for safeguarding children and special educational needs, and refer to sources of information, advice and support from external agencies.
- Know and act upon current legal requirements, policies, guidance and procedures relating to safeguarding and promoting the wellbeing of children.

Professional Skills

- To plan work for the class in accordance with national, LA and school curriculum policies and in cooperation with subject and year group leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- To ensure a close match between the learning experiences offered and the individual needs of the children of all abilities in the class, so as to give each child the best opportunity to achieve to the maximum of his/her capability.
- To make effective, differentiated educational provision for all children including SEN, G&T, EAL, Pupil premium and vulnerable children, responding positively to input from colleagues.
- To make sure that children's work is closely linked to first-hand practical experience and builds on previous learning
- To maximise children's opportunities to manage their own learning and become independent learners.
- To create a safe, happy and stimulating classroom environment, with the highest standards of organisation and behaviour management.
- To be responsible for the care and well-being of all pupils in their supervision.
- To take responsibility for planning, teaching and assessing appropriate work programmes for all children in the designated class or group within the framework of national and school policies.
- To use assessment effectively for planning and tracking pupil progress and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
- To effectively manage additional adults within the classroom.
- To foster each child's positive self-image and esteem and establish positive relationships which are based on mutual respect.
- To use IT across the curriculum to stimulate and support learning.
- To maintain a high standard of display both in the classroom and in other areas of the school.
- To arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.
- To work closely with colleagues to undertake medium- and short-term planning and the implementation of agreed schemes of work and lesson plans.
- To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.



- To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.

| Personal Specification | | |
|--|------------------|------------------|
| Qualifications and training: | Essential | Desirable |
| Qualified Teacher Status | ✓ | |
| Evidence of recent and continuing professional development relevant to the post | ✓ | |
| Evidence of required DBS clearance | ✓ | |
| Experience relevant to the post | | ✓ |
| A proven track record of raising attainment | | ✓ |
| Ability to demonstrate effective subject/area leadership and development in one or more areas | | ✓ |
| Experience of managing and using pupil attainment and tracking data bases | | ✓ |
| Aptitudes and skills: | | |
| A highly competent classroom practitioner. | ✓ | |
| Able to demonstrate thorough knowledge and understanding of effective curriculum planning, assessment and record-keeping. | ✓ | |
| Excellent interpersonal skills, with the ability to motivate others to improve and challenge/tackle under performance when necessary. | ✓ | |
| Excellent communication skills (written and oral) in a variety of contexts. | ✓ | |
| Able to relate clearly and empathetically to children and be responsive to their needs and the needs of others. | ✓ | |
| Able to demonstrate high standards in line with the expectations of the school. | ✓ | |
| Able to manage a diary, work effectively, prioritise appropriately and meet deadlines. | ✓ | |
| Able to understand and interpret school assessment data. | ✓ | |
| Able to work as a member of an effective team. | ✓ | |
| A commitment to maintain high standards of achievement for all pupils, recognising and responding positively to issues relating to equality and diversity. | ✓ | |
| Able to use technology to enhance teaching and learning. | ✓ | |
| A good sense of humour. | ✓ | |
| Knowledge and understanding required: | | |
| Effective strategies for gaining and maintaining high standards of behaviour for learning. | ✓ | |
| Knowledge and understanding of the current primary curriculum. | ✓ | |
| Understanding of what makes outstanding teaching | ✓ | |
| Understanding of the role of parents and the community in school improvement and how this can be promoted and developed. | ✓ | |
| Knowledge and understanding of target setting and assessment for/ of learning and how this can be used to raise achievement. | ✓ | |
| Understanding of child safeguarding issues and procedures. | ✓ | |
| Understanding how to engage and motivate all children. | ✓ | |
| Personal Qualities | | |
| Ability to work cooperatively within a team | ✓ | |
| Display warmth, care and sensitivity in dealing with children | ✓ | |
| Ability to use own initiative to identify issues, problem solve and implement solutions. | ✓ | |
| Willingness to be involved in the wider life of the school | ✓ | |
| Ability to work flexibly | ✓ | |
| Self-evaluative and adaptable to changing circumstances and new ideas | ✓ | |



Equal Opportunities

The school has a strong commitment to achieving equality of opportunity and expects all employees to implement and promote its policy in their own work. Crane Park Primary School is an Equal Opportunities employer. We welcome applications from all sections of the community, irrespective of religion, race, age, colour, gender, sexuality or disability.

Health and Safety

The school is committed to a healthy and safe working environment and expects all its employees to implement and promote its policy in all aspects of their work.

Confidentiality, Data Protection

The school is committed to maintaining privacy of all its staff, pupils and stakeholders. It expects all staff to handle all individuals' personal information and confidential school information in a sensitive and professional manner, including at the point of disposal of data and data storage devices. This post deals with confidential and sensitive data and there are particularly rigorous expectations about confidentiality and data protection.

All staff are under an obligation not to gain access or attempt to gain access to information they are not authorised to have.

All staff must comply with policies regulating the proper use of computers, email and the internet.

Safeguarding / Child Protection

The school is committed to maintaining appropriate professional standards at work and safeguarding children. The school's named person for **Child Protection** is the **Headteacher**. It expects all staff to familiarise themselves with and adhere to the 'Code of Professional Conduct' and all safeguarding and child protection guidance, policies & procedures.

The post holder is responsible for formally notifying the Headteacher directly of any changes to status and must, for safeguarding reasons and at the earliest possible time, disclose all new information about cautions, reprimands, final warnings, police enquiries, pending prosecutions, convictions, criminal charges or summonses subsequent to the last DBS Enhanced disclosure.

We have reviewed the contents of this job description to ensure a clear understanding of what is required in this post.

Print Name..... Dated:
(Headteacher)

Signed..... Dated:
(Class teacher)

The duties of this post may change and develop over time. The Headteacher will review this document periodically with the post holder (normally annually in the week allocated for Performance Management or a separate planning week) and propose amendments for consideration by the Headteacher when necessary. Any changes need to be authorised by the Headteacher..