



The Orchard Primary School

Nurture Learn Grow

Job Description – Class Teacher

Job Title: Class Teacher

Salary Scale Point: Main Scale/UPS as appropriate

Relationships

- The post holder is responsible to the Head Teacher for his/her teaching duties and responsibilities and for teaching tasks.
- Where relevant the post holder is responsible for the supervision of the work of a teaching assistant.

Job Purpose

- To have responsibility for teaching an assigned class or group and to be responsible for the day to day work and management of classes and the safety and welfare of the pupils as appropriate.
- To make the education of their pupils their first concern, and be accountable for achieving the highest possible standards in work and conduct.
- To act with honesty and integrity: have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-reflective; for positive professional relationships; work with parents in the best interests of their pupils

Generic Responsibilities:

- To promote the aims and objectives of the school and maintain its philosophy of education and to support the Head Teacher in promoting the ethos of the School.
- To meet and conform to the appropriate standards set out in the Teachers Standards (attached) and the current School Teachers' Pay and Conditions document or such other revised document/s as identified by the Department for Education.
- To follow any current and applicable School Policies under the direction of the Head Teacher.
- To respond to the needs of the school, with particular reference to the teaching of groups and classes within the school, as deemed necessary by the Head Teacher in accordance with STPCD.

Specific Responsibilities

- To meet the expectations of a class teacher as determined by the Teachers' Standards document and the School Teachers' Pay and Conditions Document
- To create and manage a caring supportive purposeful and stimulating learning environment.
- To plan and prepare lessons in order to deliver the National Curriculum.
- To identify clear teaching objectives and learning outcomes with appropriate challenges and high expectations.
- To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.
- To plan opportunities to develop the social, cultural and emotional aspects of pupils' learning.

- To maintain a regular system of monitoring, assessment record keeping and reporting of pupils' progress.
- To ensure appropriate records are available for the transfer of pupils.
- To communicate and consult with parents on all aspects of their children's education - academic, social and emotional.
- To work co-operatively as part of a year team, including planning work and supervising support staff and parent helpers.
- To actively take part in professional development, sharing expertise and experiences as required.
- To actively extend own professional learning using collaborative study, attendance at INSET and reading to keep abreast of new developments.
- To work alongside other members of staff to review and innovate the curriculum.
- To participate as required in meetings with colleagues, other professionals and parents.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision;
- To follow guidance and support from members of the leadership team.
- To actively and positively participate in performance management reviews.
- Promote the safety and well-being of all pupils.
- Maintain good order and discipline among pupils.
- At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.
- To carry out any other duty which is deemed reasonable by the Headteacher.

Special Conditions / Additional Information

The post-holder will be subject to an enhanced DBS disclosure and suitability check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.

At all times ensure that priority is given to the safeguarding of young people and that Safeguarding Policies and Procedures are followed.

This Job Description may be amended at any time, according to the changing priorities of the school as identified within the school's strategic plan and in consultation with the post holder.

.....
Signed by: the Headteacher or Chair of Governors

.....
Signed by: Teacher

Date

.....

The Orchard Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

TEACHER STANDARDS

Part one: Teaching

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils

Standard	Exemplification
1.1. A teacher must set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none">• 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.
1.2. Promote good progress and outcomes by pupils	<ul style="list-style-type: none">• 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
1.3. Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none">• 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
1.4. Plan and teach well-structured lessons	<ul style="list-style-type: none">• Impart knowledge and develop understanding through effective use of lesson time• Promote a love of learning and children's intellectual curiosity

Standard	Exemplification
	<ul style="list-style-type: none"> • 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)
1.5. Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> • 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
1.6. Make accurate and productive use of assessment	<ul style="list-style-type: none"> • 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
1.7. Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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

Standard	Exemplification
1.8. Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • 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

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher's career

Standard
<p>2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ol style="list-style-type: none"> 1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 3. Showing tolerance of and respect for the rights of others 4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 5. Ensuring that personal beliefs are not expressed in ways, which exploit pupils' vulnerability or might lead them to break the law.
2.2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
2.3. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities