

**OLD HUTTON CE PRIMARY SCHOOL
JOB DESCRIPTION: CLASS TEACHER**

JOB TITLE:	Full-time, permanent Class Teacher of Y5/6 (KS2)
GRADE:	MPS
RESPONSIBLE TO:	Head teacher
RESPONSIBLE FOR:	Teaching and learning of pupils; deployment of support staff and other adults in the classroom; subject leadership

JOB PURPOSE:

To promote effective learning, excellent achievement and educational, social and personal progress of all pupils for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual. 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, carers and the wider school community in the best interests of their pupils.

RESPONSIBILITIES (informed by the revised Teachers Standards of September 2012, set in the particular context of our school):

1. 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.

2. 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.

3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

- have a secure knowledge of the relevant subject(s) and curriculum areas being taught, of key skills and SMSC aspects of learning, and foster and maintain pupils' interest and address misunderstandings
- demonstrate a critical understanding of developments in all 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 subjects are being taught
- demonstrate a clear understanding of appropriate teaching strategies.

4. 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 framework of that established by the school.

5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS

- know when and how to differentiate appropriately, using approaches which enable all 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; with emotional and behavioural needs; those of high ability; those with English as a second language; and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

- in accordance with the school's own system and policies, know and understand how to assess all curriculum areas, including statutory assessment requirements, especially Y6 SATs
- make good use of Assessment for Learning (AfL), formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set appropriate, challenging targets, and plan subsequent lessons; ensure targets are shared with pupils and parents/carers
- give pupils regular feedback, both orally and through accurate marking, ensuring pupils respond to the feedback and it develops into a learning dialogue which moves the pupils on.

7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

- have clear rules and routines for behaviour in their own class, and take responsibility for promoting good and courteous behaviour in classrooms, around and outside the school, in accordance with the school's Behaviour Policy and our Christian Values
- 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 all pupils, exercise appropriate authority, and act decisively when necessary.

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

- make a positive contribution to the wider life and special Christian ethos of the school
- develop the role of subject leader for one or more specialist subject area/s across school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff and other adults in the classroom effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents/carers with regard to pupils' achievements and well-being
- **AS A NATIONAL SUPPORT SCHOOL (NSS), we also expect all teachers to contribute their skills and knowledge to sharing best practice and helping to support our important work towards the improvement of other schools, so also contributing to the wider self-improving schools system.**

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.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- having proper and professional regard for the special Christian ethos of our school's Church of England foundation, our shared Christian Values, our school policies and practices, and maintain high standards in their own attendance and punctuality.
- having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This job description is shared and reviewed annually as part of the teachers' Performance Management/ Appraisal process, in accordance with our school's adopted Performance Management Policy, the current National Teacher's Pay and Conditions legislation and Cumbria County Council guidelines.

Signed.....Teacher

Date.....

Signed.....Head teacher

Date.....