

Allesley Primary School

Job Description for a Class Teacher



All teachers are subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document (STPCD). This details the professional and particular duties required of teachers, together with the requirements for management time, working time and guaranteed PPA. The school complies with these requirements in order to make reasonable demands of teachers. Reference should also be made to the National Professional Standards for Teachers which articulates the expectations for teachers, supplemented by career stage expectations.

Post Threshold teachers are required to demonstrate substantial and sustained achievements and contributions to the school.

In addition, those teachers aspiring to progress from UPS2 to UPS3 or who hold a UPS3 post should demonstrate qualities that reflect the following guidance:

"UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to raising pupils' standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils learning."

Job Purpose

1. To be responsible for high standards of teaching and learning for all children in the class. Ensuring that all the pupils fulfil their potential through differentiated challenging learning in a safe environment

General Duties and Responsibilities:

The Class Teacher will:

1. Implement agreed school policies and guidelines;
2. Support initiatives decided by the Headteacher and other Senior Leaders;
3. Participate in meetings including weekly staff, planning and progress meetings which relate to the school's management, curriculum, administration or organisation;
4. Make a commitment to follow own professional development which will benefit the school;
5. Communicate and co-operate with specialists from outside agencies;
6. Communicate with parents and carers,
7. Carry out time limited tasks as agreed in the annual Performance Management Cycle.
8. Any other duties and responsibilities within the range of the salary grade.

Class Environment

1. Create and develop an organised class environment that provides the appropriate conditions for learning for all children.
2. Ensure that the learning displays are interactive, stimulating and clearly labelled.
3. Check to ensure that the environment is safe for all types of learning.
4. Design the environment to promote independence and pupil confidence in taking ownership of their learning.
5. Ensure that the environment supports all pupils and gives equal opportunities for SEND pupils and EAL to develop their independence (eg visual timetables)

Teaching and Learning

1. Be accountable for your role and your responsibility as a class teacher, in the whole school approach to the improvement of standards of attainment.
2. Be accountable for all pupils learning, regardless of ethnic group, gender or ability in line with the Equal Opportunities and Inclusion policy.

3. Be accountable for your own level of knowledge and understanding that is required to plan effectively for the range of needs within the class.
4. Be accountable for setting appropriate high expectations of children's learning.
5. Be accountable for the effective planning of English and Mathematics
6. Be accountable for the assessment of pupil progress – assess, record and report on development, progress and attainment of pupils. Use this information to inform the next stage of learning.
7. Be accountable for the planning of differentiated learning within the class/group.
8. Be accountable for planning of appropriate work for SEND and children working at greater depth.
9. Be accountable for the writing of EHCPs, reviews and the necessary communication with the parents and the Inclusion Lead.
10. Be accountable for the planned differentiated learning targets and the sharing of those learning targets with the pupils in your care.
11. Be accountable for the effective use of technology to enhance pupil's learning.
12. Be accountable for the monitoring of pupil learning – eg review of targets and the action to be taken.
13. Be accountable for the maintenance of clear pupil records – eg marking books in line with school policies, reading records and other agreed school recording formats.
14. Be accountable for your own commitment to the success of the School Performance Management Appraisal objectives agreed at the beginning of the year.

Behaviour

1. Be accountable for promoting positive classroom behaviour that the children know will be rewarded.
2. Be accountable for developing a positive classroom atmosphere that is conducive to learning and free of tension and fear.
3. Be accountable for the implementation of the School Behaviour and Anti-bullying Policy/procedures, and the agreed strategies to deter problem behaviour.

Impact on Educational progress beyond assigned pupils

Working with other relevant teachers in the school postholder will:

1. Contribute to appropriate attainment and achievement targets (SIP)
2. Monitor pupil standards and achievement against annual targets
3. Monitor planning and curriculum coverage and learning outcomes
4. Monitor standards of pupils behaviour and application
5. Contribute to overall school self evaluation
6. Collaboratively plan and implement strategies where improvement needs are identified
7. Ensure that relevant attainment and achievement targets are met.

All duties and responsibilities must be carried out with due regard to Coventry City Council's Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to Coventry City Council's Equal Opportunities Policy.

Duties which include processing of any personal data must be undertaken with the corporate data protection guidelines.



Responsible to: Headteacher

Date Reviewed: December 2019

**Allesley Primary School
Class Teacher Person Specification**

Attributes	Essential	Desirable
Educational and Professional Training	<ul style="list-style-type: none"> • QTS Status with degree / further educational qualification. • Evidence of both school and centre based INSET • Recent professional development • Knowledge of the National Curriculum 	<ul style="list-style-type: none"> • Keep up to date with educational developments • Further evidence of professional study • Willingness to undertake professional study under the area of a particular subject
Relevant Experience	<ul style="list-style-type: none"> • Proven consistently good or outstanding practitioner. • Experience of recording and analysing data and making appropriate changes in teaching and learning. • Experience of working with children with special needs / EAL / more able pupils. • Able to use a variety of effective strategies to support behaviour modification. • Familiarity with KS1 and KS2 standardised attainment tests • Practical knowledge and experience of the Early Years Foundation Stage Framework. • Plan lessons for pupils setting clear learning intentions and differentiated tasks • Plan, manage interventions to impact on childrens learning 	<ul style="list-style-type: none"> • Experience leading a curriculum area • Experience of working collectively with staff in a joint situation • Experience of monitoring performance and recommending appropriate interventions for individuals / groups. • Experience of leading a whole school initiative. • Experience of working across the Primary age range.
Skills and Aptitudes	<ul style="list-style-type: none"> • Evidence of ability to create happy, challenging and effective learning environment • Evidence of how to include all children in the learning process. • Actively support and promote the school ethos to others. • Proven track record of raising standards. • Excellent communicator with parents, governors, children and staff. • Excellent interpersonal skills. • Excellent organisational skills. • Excellent ICT skills. 	
Leadership and Management	<ul style="list-style-type: none"> • Experience of liaising with other agencies. 	<ul style="list-style-type: none"> • Experience of networking with professionals in other schools. • Experience of managing and developing support staff

Qualities	<ul style="list-style-type: none"> • Commitment to work with parents and promoting equal opportunities and race equality. • Energy, motivation and drive to achieve. • Team player. • Reflective and resilient. 	<ul style="list-style-type: none"> • Enhances links with the wider community.
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This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A criminal Record Disclosure / DBS will be required prior to appointment.