

|  |  |
| --- | --- |
| **Job Description 2021 – 2022**  **KS2**  **Two days a week** | |
| Post Title | Classroom Teacher (Shared) |
| School | Earls Colne Primary School and Nursery |
| The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay & Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder have been set out below: | |
| Purpose | Responsibility for a Class (Shared)  Leading activities relating to subject areas, to include:   * Developing, monitoring, reviewing, evaluating effectiveness of and reporting on policy, action plans and practice * Planning and managing associated resources/teaching materials, teaching programmes, courses of study, methods of teaching and assessment * Giving guidance, support and encouragement to staff and leading in-service development sessions |
| Responsible to | Headteacher |
| Responsible for | Class, Learning Support Assistant |
| Scope | Classroom Teacher (Shared) |
| Salary/Grade | Mainscale |

**PROFESSIONAL DUTIES:**

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.

**In order to fulfil the requirements of the Teachers’ Standards it is required that you will:**

**PART ONE: TEACHING**

**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, 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.

**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 relevant subject area(s).

**5 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.

**6 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.

**7 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

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

You are 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 which you are expected to meet.

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

o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

o having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

o showing tolerance of and respect for the rights of others

o 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

o ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

• Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality.

• Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

**SUBJECT LEADERSHIP (SHARED)**

Provide leadership and direction for the subject that you have responsibility for, ensuring that it is managed to meet the aims and objectives of the school.

Have a good understanding of statutory and non-statutory guidance for the subject that you are responsible for (including Early Years) and other recent support materials and research.

Be responsible for the design of the curriculum for the subject you have responsibility for to ensure that:

* Curriculum intentions are met
* It meets the requirements of the National Curriculum (or ExploRE scheme).
* Knowledge and skills are sequenced and developed incrementally
* That it reflects the school’s local context by addressing typical gaps in pupils knowledge and skills

Gather and triangulate evidence (including the views of pupils) on the implementation of the subject’s curriculum and impact on standards. Use this information to plan appropriate next steps.

Develop effective assessment systems and monitor the use of these to ensure that they are used to embed subject knowledge and fluency by producing clear next steps

Evaluate progress and achievement by all pupils including the disadvantaged. Report findings to the Headteacher and Governing Body.

Give guidance, support and encouragement; lead or co-ordinate CPD for colleagues as identified in the SIP (including your own personal needs).

Manage the budget for the area of learning you have responsibility for.

Co-ordinate the effective and efficient management and organisation of learning resources and advise staff on these.

Review and revise policies, curriculum documents and guidelines as necessary.

**ADDITIONAL DUTIES**

To play a full part in the life of the school community, to support its ethos and to encourage other staff and pupils to follow this example.

To continue personal professional development as agreed.

To be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to this role.

To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace and to promote this in the wider school.

To ensure that all duties and services provided are in accordance with the School’s Equal Opportunity Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the headteacher to carry out appropriate duties within the context of the job, skills and grade.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

This job description will be reviewed at least annually as part of the Performance Management programme. The Head Teacher may modify it after consultation at any time to reflect or anticipate changes in the job, commensurate with the salary and job title.