



BARNES FARM INFANT SCHOOL

JOB DESCRIPTION: CLASS TEACHER

Post title:	Classroom teacher
School:	Barnes Farm Infant School
Salary /Grade:	MPS
Scope:	Class teacher, Subject Co-ordination
Responsible to:	The Headteacher and the Governing Body of the school
Relationships:	Liaison with the teaching and non- teaching staff of the school, Governors, Parents, Children, Advisors and other professionals
Responsible for:	<ul style="list-style-type: none"> Take responsibility for a class of children determined on an annual basis by the Headteacher and in accordance with the duties listed below To carry out the professional duties covered by the latest School Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England. Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs; Promote the school's motto: 'Building Futures, Inspiring Success'. Maintain the positive ethos and core values of the school, both inside and outside the classroom; Implement agreed school policies and guidelines; Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors; <p>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:</p>
Main core duties:	<p>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.</p> <p>1.Set high expectations which inspire, motivate and challenge pupils</p> <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. <i>the learning environment is supportive of teaching and learning and where resources can be accessed appropriately by all pupils</i> <p>2.Promote good progress and outcomes by pupils</p> <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 <i>use the children's prior levels of attainment and progress to set future targets</i> 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. <p>3.Demonstrate good subject and curriculum knowledge</p> <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. <i>be confident and competent using ICT so that it effectively supports teaching and learning</i>

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
- *prepare and plan work in accordance with schemes of work and national curriculum requirements; including subject expertise*
- 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
- *Set appropriate and challenging work for all children*
- 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.
- *mark and return work set, including any homework within an agreed and reasonable time*
- *use the school's Marking and Feedback policy*
- *keep appropriate records of children's work including the use of Target Tracker*
- *carry out assessment programmes, as agreed by the school*
- *complete records of achievement and behaviour in line with school policy*
- *complete children's reports in line with school policy. Attend parents' evenings as required and keep parents informed about their child's performance, attendance, achievements, behaviour and future targets*

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 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.*
- *maintain good order and discipline, by modelling behaviour and following the school's behaviour policies and procedures, that encourages a sense of responsibility and consideration for others*
- *ensure punctuality and establish a purposeful working atmosphere during all learning activities*
- *maintain excellent classroom management with due regard to health and safety policies*
- *be responsible for safeguarding and report issues of concern to the appropriate senior staff*

8. Fulfil wider professional responsibilities

- 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
- 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 2: 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.
- *support and contribute SMSC across the school*
- 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.
- teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- *support initiatives decided by the Headteacher and staff*
- *participate in the performance management system for the appraisal of their own performance. The Headteacher will set agreed targets for the year. The Headteacher will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date*
- *attend and contribute to team and staff development meetings; participating in a positive way to the decision making processes and ensuring any issues causing concern/requiring debate appear as an item on team/management agendas*
- *in relation to the school's strategic plan, contribute towards the goals and targets*
- *continue and to maintain a professional interest in educational initiatives and developments*
- *communicate and consult with the parents/carers of children*
- *develop and maintain good relationships, interaction and co-operation within school and between school and home*

Conditions of employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment)
- The post holder is required to actively promote, support and encourage the school's ethos and its objectives, through good practice, policies and procedures as agreed by the governing body
- To uphold and comply with the school's policy in respect of child protection and safeguarding matters
- S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document
- Attention is also drawn to the requirements for planning, preparation and assessment time under which all teachers at a school with timetabled teaching commitments have a contractual entitlement to guaranteed PPA time within the timetabled teaching day
- The amount of guaranteed PPA time should be set as a minimum of at least 10% of a teacher's timetabled teaching time
- The post holder may be required to perform any other reasonable tasks after consultation
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder
- All staff members are required to participate in the school's appraisal scheme

**Name of the
post holder:**

Date:

**Signature of the
post holder:**

**Signature of the
Headteacher:**

Person Specification Barnes Farm Infant School

Post Title: Class teacher

	Essential	Desirable
Qualifications		
Educated to degree level	✓	
Qualified teacher status either in the UK or if not in own country combined with a desire to achieve English QTS	✓	
Experience		
Will have had some experience of teaching in Foundation Stage and Key stage 1	✓	
Professional Knowledge and Understanding		
Must have a sound knowledge and understanding of the National Curriculum for all the subjects and/or the Foundation Stage Curriculum	✓	
An understanding of curriculum and pedagogical issues relating to learning and teaching,	✓	
Familiarity with KS1 Standardised Attainment Tests and /or the Foundation Stage profile	✓	
Understanding of and commitment to the school policies, in particular: <ul style="list-style-type: none"> • Participation and implementation of the School Behaviour Policy • Awareness of Health and Safety implementation in the work place • Implementation of the school Equal Opportunities Policy • Responsibilities for safeguarding 	✓	
Knowledge of effective strategies to include, and meet the needs of, all pupils in particular underachieving groups of pupils, pupils with EAL and SEN and the most able	✓	
Familiarity with writing and delivering effective Individual Education Plans for pupils with SEN		✓
Professional Skills and Abilities		
A teacher with sound ICT knowledge and skills relating to the class teaching, able to demonstrate the effective use of ICT to enhance the learning and teaching	✓	
Must be able to plan lessons for all the pupils in a class, setting clear learning intentions and differentiated tasks	✓	
Must be able to keep records of pupil progress in line with school policy	✓	
Must be able to use assessments of pupils learning to inform future planning	✓	
Ability to plan and work collaboratively with colleagues	✓	

Personal Qualities		
Must be willing and enjoy engaging parents in order to encourage their close involvement in the education of their children	✓	
A teacher with a flexible approach to work who enjoys being a good team member	✓	
Must have good communication skills both orally and in writing	✓	
Must be able to manage own work load effectively	✓	
Good interpersonal skills, with the ability to enthuse and motivate others and develop effective partnerships	✓	
Willingness to share expertise, skills and knowledge and ability to encourage others to follow suit	✓	
To practice equal opportunities in all aspects of the role and around the work place in line with policy	✓	
To maintain a personal commitment to professional development linked to the competencies necessary to deliver the requirements of this post	✓	