



<b>Post Title:</b>	<b>Class Teacher</b>
<b>School:</b>	<b>Grange Primary School</b>
<p>The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay &amp; 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:</p>	
<b>Purpose</b>	<p>To act with honesty and integrity; have strong subject knowledge, to keep knowledge and skills as teachers up-to-date; to be self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.</p> <p>Responsibility for a class</p> <p>Responsibility for a key stage subject area</p>
<b>Responsible to:</b>	Head Teacher, Deputy Head Teacher.
<b>Responsible for:</b>	<p>The general professional duties of all teachers as contained within the contract of employment</p> <p>To be responsible for the management, organisation and development of a subject in the key stage.</p>
<b>Salary/Grade:</b>	Main scale
<b>Main Core duties: Class teacher</b>	<p>To set high expectations which inspire, motivate and challenge pupils:</p> <ul style="list-style-type: none"><li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li><li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li><li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li></ul> <p>To promote good progress and outcomes by all pupils:</p> <ul style="list-style-type: none"><li>• be accountable for pupils' attainment, progress and outcomes</li><li>• plan teaching to build on pupils' capabilities and prior knowledge</li><li>• guide pupils to reflect on the progress they have made and their emerging needs</li><li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li><li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li></ul>

To 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

To 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).

To 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.

To 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.

To 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.

To 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.

To ensure that the safeguarding of pupils is a priority at all times:

- to follow school protocols in safeguarding pupils
- to ensure that you are up to date with safeguarding protocols, including taking responsibility for keeping training up to date
- to report any concerns regarding pupils or adults to the named person

<p><b>Subject Leader</b></p>	<ul style="list-style-type: none"> <li>• Within the framework of the school's teaching and learning policy and other general policy statements, to give leadership in developing a whole school policy for an agreed curriculum area.</li> <li>• To establish, monitor and review a curriculum area.</li> <li>• To manage a budgets by prioritising the purchase of materials to support work across the Key Stage in an agreed curriculum area</li> <li>• To liaise with subject leader in other key stages to ensure continuity and progression in learning and to maximise use of resources and provision</li> <li>• To organise the central resources for the agreed curriculum area and provide staff with information concerning the resources available, their storage and the arrangements for their use</li> <li>• To organise, and as appropriate, lead staff meetings or workshops in consultation with the Staff Development Manager. To give feedback, handouts, and information from courses.</li> <li>• To be aware of local and national initiatives regarding the agreed curriculum area and to share this information with colleagues.</li> <li>• To maintain a termly subject leaders diary.</li> <li>• To give presentations to the Governing Body about progress in the given area.</li> <li>• To establish a rota of individual consultations with staff at least once a year to provide opportunities to an agreed curriculum area</li> <li>• To monitor teaching and learning in Key Stage for your subject alongside the Senior Leadership Team</li> <li>• To monitor standards within your subject areas and use data to develop subject action plans to improve outcomes.</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• To liaise with assessment leader to manage requirements for the given subject assessments and report as necessary to leadership team, local authority and DfE.</li> <li>• Keeping up to date assessments on the development, progress and attainment of pupils and recording and reporting these assessments in line with the school Assessment Policies across the key stage</li> <li>• Administering assessment tasks and tests in line with school policy</li> </ul>

<b>Other activities</b>	<ul style="list-style-type: none"><li>• To promote the positive ethos and culture of the school to other staff, governors, parents. Children and members of the wider community.</li><li>• Contribute to and support the overall ethos/work/aims of the school.</li><li>• Comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the Head Teacher.</li><li>• Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop.</li><li>• Keep records and make reports on the personal and social needs of pupils.</li><li>• Communicate and co-operate with other agencies to support the educational, development/general progress and well-being of individual pupils and to participate in meetings arranged for any purposes described above.</li><li>• To inform the Head Teacher immediately of any concerns regarding a pupil's welfare.</li><li>• To participate in staff meetings which relate to the curriculum, administration or organisation of the school, including pastoral arrangements.</li><li>• To lead assemblies and to attend assemblies, when requested by the Head Teacher.</li><li>• To register pupils at the start of the school day and after the lunch break.</li><li>• To supervise pupils throughout the school during playtimes and at any other times requested by the Head Teacher.</li><li>• To attend and support some school functions</li><li>• To carry out any duties reasonably requested by the Head Teacher or Deputy Head Teacher</li><li>• The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head Teacher.</li></ul>
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