



THE TYRRELLS PRIMARY SCHOOL

Class Teacher Job Description



Professional responsibilities of a classroom teacher. These responsibilities take into account competencies identified in the Teacher Standards. These responsibilities include:

A. Developing and maintaining professional knowledge and understanding by:

- ensuring you have an up to date knowledge and understanding of the National Curriculum for all subjects, the Agreed Syllabus for RE and the SEND Code of Practice and Early Years Foundation Stage Curriculum (if applicable)
- attending relevant INSET to keep up to date with recent developments, extend your own classroom expertise and practice.
- reading and accessing recent inspection evidence or research on teaching primary aged pupils in order to understand how children's learning is affected by physical, emotional, social and intellectual development and use this to inform and improve your teaching
- sharing practice with teachers within school or beyond school in order to further develop your own teaching.
- ensuring you are familiar with Safeguarding requirements in order to plan teaching to avoid potential hazards and to ensure the health, safety and well-being of all children.

B. Planning, teaching and managing a class effectively by:

- planning and preparing children's learning experiences to achieve progression in learning through identifying clear learning objectives appropriate to the subject matter and the children's needs
- working in close co-operation with other teachers and the Headteacher, to set clear targets for children's learning, building on prior attainment and making effective use of assessment information to plan well-structured sequences of lessons in the medium and short term
- identifying and supporting children with special educational needs liaising with the SENCO, the Headteacher, parents and outside agencies
- planning appropriately stimulating, challenging and enjoyable activities which provide children with opportunities to achieve their full potential and using an appropriate range of teaching methods to sustain motivation and make most effective use of teaching time
- having high expectations of learning and behaviour and encouraging a positive work ethic and purposeful working atmosphere
- providing a stimulating, well-organised, tidy and safe environment which reflects our caring philosophy, our respect for children and their work, and the need to develop children's growing independence
- developing a calm, positive, trauma perceptive working environment where the children can feel secure, know that they are respected and where their self-esteem and confidence is nurtured
- supporting children's personal and social, spiritual, moral and cultural development - their ability to get along with one another and adults, to respect each other's worth, to develop values and a moral code and to be a good role model for children
- reflecting on and evaluating your own teaching critically and use this as a basis for self-improvement

C. Monitoring, assessment, recording, reporting effectively by:

- assessing and recording children's progress in learning systematically and regularly according to school policy and NC requirements or base-line assessment requirements (if applicable)
- ensuring parents are kept fully informed of their children's progress through regular parent discussions, through written reports and through assessed work and records
- marking and monitoring children's classwork and homework in line with school assessment and feedback policy
- using the information from assessments to check children have understood their work, identify strengths and weaknesses, inform short and medium term planning and set learning targets for children
- taking part in moderation of children's work and therefore developing a clear understanding of school assessment systems, making accurate assessments support by evidence
- analysing assessment information to identify strengths and weaknesses in learning, understanding how national and local comparative data can be used to set targets and identify priorities for teaching and

learning

- taking part in parent information evenings such as induction meetings, assessment feedback meetings, curriculum workshops and working parties

D. Other professional requirements and duties include:

- ensuring that all safeguarding concerns are reported immediately to the Designated Person for Safeguarding children (the Headteacher)
- setting a good standard of behaviour and being a good role model for children, supporting school policy on behaviour and discipline and sharing responsibility for the behaviour of all children in the school
- establishing good relationships with parents - creating trust and confidence, communicating with parents about general school issues, curriculum matters and individual children's progress
- being responsible for the welfare and safety of support staff, students and others working in the classroom and ensuring they are used to the maximum benefit of the children.
- sharing responsibilities for whole school events and activities including attending and leading assemblies
- developing and maintaining effective systems for communication with other teachers, support staff and the Headteacher to ensure continuity of learning, consistency of approach
- informing the Headteacher of any parents' concerns in relation to children's work or other aspects of their education at the earliest opportunity
- taking shared responsibility for the care and appearance of the school environment and to encourage all children to have a pride in their school
- being mutually supportive of other teachers and the Headteacher, to foster good working relationships to build a strong team
- participating in Performance management procedures and having a pro-active approach to self-improvement
- abiding by the Trust's Code of Conduct and ensuring that concerns regarding other members of staff or volunteers are reported to the Headteacher
- ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in school or when leading activities off the school site and that all such procedures are followed in line with school policy and procedures.

Responsible to: Headteacher and Governors

Responsible for: Children in your class; any support staff/volunteers working in your class