



## JOB DESCRIPTION

- Job Title:** Class Teacher
- Responsible to:** Line Manager appropriate to the post
- Liaison With:** Stakeholders appropriate to the post

### KEY ROLE:

The following provides the overall strategy and remit of the post holder. It should be read in conjunction with the Strategic Plan, School and Departmental Improvement plans and Performance Management, documentation to provide the key impact and outcomes expected for the academic year ahead.

### MAIN DUTIES AND RESPONSIBILITIES

All teachers are reminded of the core responsibilities and expectations required of all classroom teachers:

- To have a thorough and up to date knowledge of the teaching of your subject(s), and take account of wider curriculum developments, which are relevant to your work
- To consistently and effectively plan lessons and sequences of lessons to meet pupils' individual needs
- To consistently and effectively use a range of appropriate strategies for teaching and classroom management
- To consistently and effectively use information about prior attainment to set well-grounded expectations for pupils, and monitor progress to give clear and constructive feedback
- To ensure that as a result of your teaching, your pupils achieve well in relation to their prior attainment, making progress as good as or better than similar pupils nationally
- To take responsibility for your own professional development and use outcomes to improve your teaching and pupils' learning

- To make an active contribution to the policies and aspirations of the school and the Trust
- To be an effective professional who challenges and supports pupils to do their best.
- To contribute to the pastoral care, safety and welfare of all pupils ensuring safeguarding processes are prioritised and appropriately followed at all times
- To be aware of the professional duties, standards and the statutory framework within which you work
- To actively engage with parents and pupils to encourage regular and punctual attendance

The class teacher will:

- Teach a class of pupils; ensuring that planning, preparation, recording, assessment and reporting meet the varying learning and social needs of the pupils
- Maintain the positive ethos and core values of the school, both inside and outside of the classroom
- Contribute to the constructive team-building amongst teaching and support staff, parents, governors and the Trust
- Ensure that the current national conditions of employment for teachers are met
- Demonstrate all the key teaching standards in everyday duties and teaching
- Plan appropriately to meet the needs of all pupils, through differentiation of tasks including provision for pupils with special educational needs (SEN) and disabilities with due regard of the code of practice
- Set clear targets, based on prior attainment, for pupils' learning.
- Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils.
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning
- Report to parents on the development, progress and attainment of pupils.
- Maintain good order and discipline amongst pupils, in accordance with the school behaviour policy.
- Communicate and co-operate with specialists and outside agencies.
- Lead, organise and direct support staff within and outside of the classroom.
- Participate in the performance management system of appraisal of their own performance and/or that of other staff
- Support initiatives decided by the Trust, Headteacher and senior leaders
- Implement all agreed school and Trust policies and guidelines with regards to Child Protection & Safeguarding, Health and Safety, Teaching & Learning, the

Curriculum, Assessment, Equality, Diversity and Inclusion, SEND, Specific Subjects, the various Personnel and Management requirements, as well as others determined by the Governing Body of the School.

- To undertake additional tasks as reasonably requested by the headteacher, deputy head or senior leaders.

### **Upper Pay Scale Teacher**

An upper scale teacher will hold additional and whole school responsibilities negotiated with the Headteacher, which will form part of the performance management process.

The teacher will:

- With the involvement of relevant staff, establish short-, medium- and long-term plans for the development and resourcing of the assigned 'project' as agreed with the headteacher
- Provide relevant and appropriate training and support to staff
- Monitor the progress made in achieving targets, evaluate the effects on teaching and learning and/or whole school improvement, and use this analysis to guide further improvement
- Generate appropriate reports on progress towards aims

### **Teaching and Learning Responsibilities (TLR) and Special Educational Needs Allowances (SEN)**

A teacher with TLR or additional SEN points will hold additional and whole school responsibilities negotiated with the Headteacher as part of the School Staff Structure, which will form part of the performance management process.

The responsibility or package of responsibilities for which a TLR1 or TLR2 is awarded should be clearly set out at the time that the TLR is appointed-0. TLR3 is a fixed term award. A TLR3 may be awarded only for clearly time-limited school improvement projects and will be established at the start of the award.

SEN allowances may be held at the same time as TLR, responsibilities for which will be clearly specified if appropriate

The teacher will:

- Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice

- This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment.

### **Line Management Responsibilities (if applicable)**

- To organise and monitor the workloads of assigned employees to meet department needs including cover for absences, delegating tasks appropriately
- To line manage assigned employees, carrying out annual performance reviews and advising the Headteacher/Chief Executive Officer as appropriate on any specific training needs
- To be involved with the recruitment of team members as and when required
- Be an active member of the management team
- Produce appropriate reports for the Headteacher and Governors
- Actively contribute to the School Improvement Plan

### **General**

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To commit to completing any additional qualifications, including QTS if employed as an unqualified teacher, within the agreed timescale and conditions of the appointment in the Trust
- To ensure that all administrative duties, checks, documentation, reports and returns are completed accurately and submitted within required deadlines
- To ensure regular and punctual attendance, following the appropriate process for reporting absence as set out in the Employee Code of Conduct and the Trust Sickness policy
- To deal with correspondence promptly and as required
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all Trust policies and procedures are followed
- To ensure that all duties and services provided are in accordance with the Trust's Equality, Diversity and Inclusion Policy and practices in respect of both employment issues and the delivery of services to the community
- To ensure that all duties and services provided are in accordance with the Trust's Data Protection Policy and practices and reporting to the DPO any concerns or requests
- To undertake any training commensurate to the post and attend relevant meetings as required by the Trust

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

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/Chief Executive Officer to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.

**Post Holder's Name:** .....

**Signature:** ..... **Date:** .....

**Line Manager's Name:** .....

**Signature:** ..... **Date:** .....

**Job Role  
Person Specification**

|                             | <b>Essential</b>  | <b>Desirable</b>   |
|-----------------------------|---|--|
| <b>Qualifications</b>       | <ul style="list-style-type: none"> <li>• QTS</li> <li>• Other qualification appropriate to the level of post</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of further CPD</li> </ul>  |
| <b>Experience</b>           | <ul style="list-style-type: none"> <li>• Experience of working within at least one key stage</li> <li>• Experience of working with the National Curriculum</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of teaching within at least one School</li> <li>• Experience of teaching within more than one key stage</li> <li>• Experience of working within a Multi Academy Trust</li> </ul>     |
| <b>Knowledge and Skills</b> | <ul style="list-style-type: none"> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)</li> <li>• Understanding of relevant and appropriate behaviour management strategies in the classroom</li> <li>• Understanding of Statutory National Curriculum requirements across the relevant sector</li> <li>• Monitoring, recording of a subject area,</li> <li>• Understand the statutory requirements of legislation concerning Equal Opportunities, Health &amp; Safety, SEND as well as Safeguarding &amp; Child Protection;</li> <li>• The positive links necessary within school and with all its stakeholders;</li> <li>• Ability to prioritise work effectively</li> <li>• Ability to work flexibly to meet deadlines and respond to unplanned situations</li> <li>• Ability to respond positively to and actively support Senior Management within the Trust</li> <li>• Promote the school's and Trust's aims positively, and</li> </ul> | <ul style="list-style-type: none"> <li>• Knowledge of recent DFE legislation, policy and practice</li> <li>• Knowledge of up-to-date OFSTED framework</li> <li>• Understanding of linear curriculum for the age range 2 to 18</li> </ul> |

|                                  |   |  |
|----------------------------------|---|--|
|                                  | <p>use effective strategies to monitor motivation and morale;</p> <ul style="list-style-type: none"> <li>• Develop good personal relationships across the school and the Trust with all staff groups;</li> <li>• Establish and develop close professional relationships with children, parents, governors and the Trust’s community;</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences;</li> <li>• Create a happy, challenging and effective learning environment.</li> <li>• Experience in the line management of staff (if relevant)</li> <li>• Able to lead, develop and motivate a team of staff, delegating duties as required (if relevant)</li> <li>• Ability to work as part of a team</li> </ul> |  |
| <p><b>Personal Qualities</b></p> | <ul style="list-style-type: none"> <li>• Able to maintain confidentiality in all circumstances</li> <li>• Proactive approach to work being responsive, empathetic and supportive to all within the school</li> <li>• Able to establish effective relationships with those working in and with the school</li> <li>• Ability to build and form good relationships with colleagues and pupils</li> <li>• Understand the importance of physical and emotional wellbeing of staff and pupils</li> <li>• Able to motivate self and others</li> <li>• Calm under pressure</li> <li>• Well-organised</li> <li>• Have a sense of humour</li> </ul>  | <ul style="list-style-type: none"> <li>• Able to contribute new ideas and ways of working</li> </ul> |