

Class Teacher (MPS) Job Description

Responsible to: Principal and Governors

Responsible for: Any support staff working under the direction of the Principal

The purpose of job description of the Gateway Learning Community is to define clearly the role, responsibility, and expectation of the post.

All class teachers in the Learning Community will have a role in curriculum development and each teacher will contribute to the whole School curriculum plan. This job description acknowledges that curriculum management expertise is an entitlement for class teachers.

This job description may be amended at any time following discussion between the Principal and the class teacher and will be subject to an annual review. Targets will be set and reviewed and personal development.

Name:

Post:

Date:

Our signatures below acknowledge that you have received the job description and recognise that consultation has been completed

Signed:

Classroom Teacher Job Description

Professional responsibilities of a classroom teacher. These responsibilities take into account competencies identified in the National Standards for Qualified Teacher Status. 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 order for core and foundation subjects, Primary Framework for Literacy and Mathematics, the Agreed Syllabus for RE and the SEN Code of Practice and Early Years Foundation Stage Curriculum
- attending relevant INSET to keep abreast of developments, extend your own classroom expertise and practice
- read and access 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 in line with school aims, ethos and policies, the NC, Primary Framework for Literacy and Mathematics and Early Years Foundation Stage Curriculum
- working in close co-operation with other teachers and the Head of School, 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 - those with learning difficulties and those able children, liaising with the SENCO, the Head of School and 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 work and behaviour and encouraging a positive work ethic and purposeful working atmosphere
- promoting the individual development of each child by planning appropriately to the children's needs, sharing learning objectives and responding appropriately and effectively to all work undertaken by the children, according to school policy
- 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 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 and 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, to be a good role model for children in your relationships with the children and with staff
- reflecting on and evaluating your own teaching critically and use this as a basis for self- improvement
- being in the classroom to greet children at the start of the day / session and at the end of the day, ensuring all children are registered in line with school procedures, ensuring children are adequately supervised and all school health and safety procedures are followed

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
- 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 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 in relation to NC levels and therefore developing a clear understanding of NC levels
- 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
- preparing clear and informative reports for parents in line with school policy and national requirements
- 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

- 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, 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 Head of School to ensure continuity of learning, consistency of approach and

message

- informing the Head of School of any concerns of parents in relation to work or other aspects of 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 Head of School, to foster good working relationships and a happy working environment
- participating in any arrangements for the appraisal of your performance
- taking responsibility for areas of the curriculum to ensure continuity and progression and ensure that standards are monitored
- maintaining school confidentiality at all times
- 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
- knowing teachers legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children's Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of pupils and other relevant DFE circulars

Conditions of Service

The role of teacher is subject to the following terms and conditions:-

- The post-holder shall be required to fulfil all the responsibilities of a teacher as outlined in the Schoolteachers' Pay and Conditions Document and any orders made under it and fulfil all the standards identified within the National Standards for Teachers.
- The other terms and conditions set out in the national collective agreements in force from time to time
- The School's Instrument and Articles of Government as appropriate.

The teacher shall be available to perform such duties at such times and places as may be specified by the Head of School for the 1265 hours required in the Conditions of Service for full-time teachers. The travelling time to and from the place of work does not contribute towards this time.

The teacher will, in addition to these requirements, work such additional hours as may be needed to enable her/him to discharge effectively her/his professional duties, including in particular the planning and preparation of children's work, marking and writing of reports, preparing teaching materials. The amount of time beyond the required 1265 hours allocated for such duties shall not be determined by the employer but shall depend upon the work needed to discharge the teacher's professional responsibilities.

Pension - unless you have notified otherwise, it is assumed that, as a full time employee, you will contribute to the Teachers' Superannuation Scheme under the provisions of the Teachers' Superannuation Regulations. Details of the scheme can be obtained from the Finance Team, your professional association or the Teachers' Pension Agency, Darlington.