



TEACHING JOB DESCRIPTION

Job title: Class teacher	Salary range: UPS
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The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

<p>Job Purpose</p> <p>To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.</p> <p>To promote the aims and objectives of the school and maintain its philosophy of education.</p>
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<p>Main duties and responsibilities – Teaching Standards</p> <ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge pupils <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. 2. Promote good progress and outcomes by pupils <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 ○ 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. 3. Demonstrate good subject and curriculum knowledge <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.
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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
- 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
- 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.
- 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.

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.

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.
- 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.

Southfield Primary Academy Upper Pay Scale Class Teacher Expectations

- **Meet all the 'main duties and responsibilities – Teaching Standards' as detailed above.**
- **Lead a core or foundation subject depending upon needs of the school.**
- **No inadequate teaching.**
- **Almost all (97%+) pupils make at least expected progress.**
- **A small minority (20%+) make accelerated progress.**
- **Demonstrate / model good and outstanding practice to colleagues.**

- **At UPS 2 / 3 – Lead a whole school initiative linked to the School Development Plan.**

- **At UPS 3 – Be a member of the Senior Leadership Team**

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Management Review.

PERSON SPECIFICATION

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KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<p>Qualified teacher status</p> <p>A degree or equivalent qualification</p> <p>Evidence of successful performance management demonstrating impact on teaching and learning.</p>	<p>First or Second Class Degree.</p> <p>Recent Primary School work experience.</p> <p>Evidence of successful performance management demonstrating impact on whole school priorities linked to the school development plan.</p> <p>Experience of working in more than one</p>
Knowledge (Knowledge, abilities, skills, experience)	<p>A thorough up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively.</p> <p>A thorough understanding of the national curriculum.</p> <p>Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion.</p> <p>Knowledge of technology relevant to the curriculum.</p> <p>Know the legal requirements, national policy and guidance on the safeguarding of children.</p> <p>Knowledge and understanding of whole-school assessment linked to locally and nationally recognized data collection.</p>	<p>Evidence of personal research of current educational issues.</p> <p>Evidence of relevant CPD leading to demonstrable impact on practice.</p> <p>Further professional study / qualifications.</p>

Skills and Abilities	Ability to prepare and plan effectively. Good organisational skills. Ability to lead a team / act as Year Leader. Ability to prioritise and management time effectively.	Personal interest which is relevant to extra-curricular activities.
Work-related Personal Requirements	Suitability to work with children.	