

## JOB DESCRIPTION

**POST:** Classroom Teacher

**SCHOOL:** Chingford C of E Primary School

**PAY RANGE:** Main Scale

**Job Purpose**            **Class Teacher**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the headteacher.

### Areas of Responsibility and Key Tasks

#### Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- setting tasks which challenge pupils and ensure high levels of interest;
- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- ii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning
- opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.

## **Monitoring, Assessment, Recording, Reporting**

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to
- check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

## **Curriculum Development**

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- contribute to the whole school's planning activities.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the headteacher to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually

## Person Specification – Class Teacher

Attributes	Essential Criteria	Desirable Criteria
<b>Qualifications/training</b>		
Education	Qualified teacher status	A degree or equivalent. Higher degree qualification, post graduate courses
Professional Development	Evidence of participation in INSET.	
<b>Experience</b>		
Teaching	Classroom teaching experience across the KS1 and KS2	Evidence of curriculum leaderships across the school age range.
Management Responsibility	N/A	Evidence of leadership CPD or experience
Resources	Experience of managing teaching resources	Experience of managing and /or coordinating staff
National Framework	<p>Knowledge of the Education Acts and other relevant legislation.</p> <p>OFSTED awareness</p> <p>Awareness of current developments in education and the implications of these.</p>	<p>Recent experience of an OFSTED inspection and its follow up.</p> <p>Understanding of conduct of teacher appraisal</p>
Teaching and Learning	<p>Practical understanding of effective teaching and learning strategies.</p> <p>Understanding of actions to be taken to promote racial harmony and prepare pupils to live in a culturally diverse society.</p>	
Standards	Awareness of strategies to raise pupil achievement, manage behaviour and prevent racism.	<p>Involvement in school improvement work.</p> <p>Understanding of how to set targets</p>

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National Curriculum	Understand the planning of the National Curriculum, including assessment, recording and reporting.	Experience of planning the curriculum across KS1 & KS2
Parents and Community	Experience of working with parents to support their children's learning	Understanding of the role which can be played and the community in raising standards
<b>SKILLS</b>		
Management	Able to manage support staff in the classroom	Ability to implement changes and monitor impact
Relationships	Able to establish and develop good relationships with all involved in the school	Commitment to the schools wider community
Interpersonal and Communication Skills	Ability to communicate effectively in writing and orally  Competent in the use of ICT	A positive and energetic approach to work  Flexible and approachable Resilient under pressure
<b>Attitudes</b>		
Education Philosophy	A commitment to inclusive education and willingness to respond to the needs of individual learners	An understanding of the way schools can promote values and a moral code.
Staff Development	Commitment to their own development	
Equal Opportunities	Commitment to equality of opportunity  Commitment to race and gender equality and social inclusion	Understanding of the needs to promote positive role models