



Woodford Valley C of E Primary Academy

Job Description for Class Teacher

<p>Job purpose</p>	<ul style="list-style-type: none"> To support the Headteacher in carrying out their responsibilities and to carry out duties as assigned by the Headteacher To lead subject/s across the school or assist in subject leadership as appropriate To constantly seek strategies which will bring about improvement in teaching and learning
<p>To whom the postholder reports</p>	<p>The post holder is responsible to the:</p> <ul style="list-style-type: none"> Headteacher in all matters Deputy Headteacher where appropriate and in the absence of the Headteacher <p>The post holder is also expected to interact on a professional level with colleagues in order to promote the improvement of teaching and learning across the school.</p>
<p>Line manage others</p>	<p>The post holder is responsible for:</p> <ul style="list-style-type: none"> Any members of staff the Head teacher delegates line management responsibility for.
<p>Duties and responsibilities specific to the post</p>	<p><u>Key Accountabilities (where appropriate)</u></p> <ul style="list-style-type: none"> Strategic Development – to contribute to the discussion of the school’s aims and policies and participate in the implementation of policies, plans, targets and practices. Teaching & Learning – to secure and sustain effective teaching of the relevant subjects for individuals, groups and classes. Assessing pupil progress and providing the appropriate support and challenge. Reporting to the senior leadership team, governors and parents. Leadership & Management – To lead, manage and work collaboratively with pupils and, as appropriate, with other adults and colleagues. Efficient Deployment of Staff & Resources – To develop, monitor and control resources within the teaching area. Safeguarding and Welfare of pupils – attend annual training, other relevant CPD follow school procedures robustly. <p><u>Key Tasks (linked to Teachers’ Standards)</u> Teachers must make the education of their pupils their highest priority, and be accountable for achieving the highest possible standards in work and conduct. Teacher must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as a teacher up-to-date and be self- reflective; forge positive professional relationships; and work with parents in the best interests of their pupils.</p> <p><u>Part one: Teaching</u> A teacher must:</p>

Set high expectations which inspire, motivate and challenge pupils

- 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.

Promote good progress and outcomes by pupils

- 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.

Demonstrate good subject and curriculum knowledge

- 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.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective delivery of lessons
- 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).

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
- 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.

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

	<ul style="list-style-type: none"> • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. <p><u>Manage behaviour effectively to ensure a good and safe learning environment</u></p> <ul style="list-style-type: none"> • 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. <p><u>Fulfil wider professional responsibilities</u></p> <ul style="list-style-type: none"> • 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. <p><u>Part two: Personal and professional conduct</u></p> <p>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.</p> <p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • 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 • ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. <p>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.</p> <p>Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>
<p>Generic duties and responsibilities</p>	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:</p> <ul style="list-style-type: none"> • School policies and guidelines on the curriculum and school organisation and such Local Authority policies as are adopted by the school • The Conditions of Service for School Teachers in England and Wales and with

	<p>locally agreed conditions of employment</p> <ul style="list-style-type: none"> • Common core of skills and knowledge for the children’s workforce • All teachers have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with. The post holder will be responsible for the safeguarding of children and adults with the support of the School’s Designated Person • To be familiar with and support any Health and Safety procedures and medical routines • To attend meetings in school and outside school as appropriate to the role • To be courteous to colleagues and welcoming to all visitors to the school • To positively promote the school’s Single Equalities Policy, ethos and vision
Other information	The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

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

Short-listed candidates will be required to complete a self- declaration. This is in accordance with the requirements of the statutory document, Keeping Children Safe in Education, and allows candidates to have the opportunity to share relevant information, which can be discussed and considered at interview before the DBS certificate is received.

It is a requirement of employment that an enhanced Disclosure and Barring Service (DBS) check is obtained for this post.
Offer of appointment will be subject to satisfactory completion of the pre- appointment checks.