



Pinehurst Primary School Job Description

‘Experience, Excel and Enjoy’

Job Title: Class Teacher

Responsible to: Headteacher, the Governing Body and Team Leader

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons within our creative, broad curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people.
- To maintain and build upon the Teachers Standards.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning:

1. Manage pupil learning through effective teaching in accordance with the School's schemes of work and policies.
2. Provide a challenging, yet supportive learning environment which stimulates maintains and develops, lively enquiring minds.
3. Employ clear presentation and good use of resources.
4. Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
5. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
6. Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
7. Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
8. Ensure continuity, progression and cohesiveness in all teaching.
9. Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs, and ensure equal opportunity for all pupils.

10. Support individual learning, including pupils on individual subject gifted and talented registers, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
11. Be responsible for a designated classroom/teaching area and supervise associated resources.
12. Direct the use of any support staff . (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons
13. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
14. Plan and provide structured learning opportunities, which engage pupils' interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
15. Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
16. Employ homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
17. Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
18. Implement and keep records on pupils with SEND including pupil profiles and provision maps
19. Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English;
 - are disabled;
 - have health concerns
 - need Key Worker/Learning Mentor time
20. Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
21. Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
22. Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so as pupils become responsible members of society.
23. Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
24. Develop in pupils, positive attitudes towards, and concern for, the environment.

Monitoring, Assessment, Recording, Reporting

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
3. Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning.

4. Write high quality and informative annual reports to parents/carers and direct support staff in the collation process.
5. Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.
6. Contribute towards the implementation of IEPs as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
7. Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
8. Prepare pupils for end of key stage assessments.
9. Carry out or support senior colleagues in the administering of STA Tests or assessments including the Reception Baseline and EYFSP assessment.

Curricular Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the EYFS and National Curriculum programmes of study, and specifications for all relevant areas of the Curriculum.
2. Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
3. Keep up to date with research and developments in pedagogy and curriculum content.
4. Support the ongoing developments in the Curriculum.
5. Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

Professional Standards and Development

1. Attend and participate in school events including - open evenings and pupils' performances.
2. Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
3. Be aware of the role and functions of the Governing body.
4. Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.
5. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
6. Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
7. Assist in the development of the School Curriculum in line with the School's Strategic Improvement plan.
8. Assist in the maintenance of good discipline in and around the School.
9. Cover for absent colleagues as is reasonable and in line with present government regulations. Current regulations state that cover must be allocated on an equitable basis, and that no more than 38 hours of cover should be required within an academic year for any individual teacher.
10. Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.

Continuing Professional Development - Personal

1. In conjunction with the team leader, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Up-date Child Protection and Safeguarding training with attendance at annual updates.
8. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
9. Maintain a professional portfolio of evidence to support the Performance Management / teaching and learning review process - evaluating and improving own practice.
10. Contribute to the professional development of colleagues, especially NQTs and ITTs.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring and Reporting

1. Consider the pupils' welfare as paramount and take action in accordance with the responsibility 'in loco parentis'.
2. Monitor the social progress of pupils, including the progress in PSHE lessons.
3. Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
4. Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Rewards and Sanctions

1. Inform, reinforce and implement the school Behaviour Policy and Dojo reward system.
2. Class teachers have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the School.
3. Oversee the collation of records of all rewards and incidents of inappropriate behaviour relating to pupils in the class.
4. Check entries in Homework/Reading Diaries and to take action when necessary.
5. Check daily that correct uniform/standard of dress is worn and to take action when necessary.
6. Have a detailed knowledge of the pupils in the class and play a central role in any negotiations involved in forming a 'behaviour contract'.

Liaising with Others

1. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
2. Inform appropriate learning and behaviour managers about social or behavioural issues related to pupils.
3. Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
4. Keep up-to-date with Child Protection Procedures and notify the 'designated safeguarding lead' of any concerns about a child ~ using CPOMS.

General Tasks

1. Set a prompt and structured start to the morning and afternoon sessions.
2. Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly.
3. Participate in and deliver class assemblies, where required.
4. Attend the relevant assemblies as requested by the Headteacher. Some assembly times may be used to free certain staff to develop the Curriculum or for CPD.
5. Participate in the formulation and execution of Learning policies.
6. Organise class participation in School events.

Administration: (Registration, Absences, Lateness)

1. Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance.
2. Collect absence letters and to pass these on to the appropriate Teacher Assistant for recording and filing.
3. Contribute to the monitoring of the pupils' attendance/absence and lateness records. The Attendance Officer (Learning Mentor), Team Leader and Headteacher will also contribute to this process.
4. Follow the procedures for First Day of Absence as set out in the Attendance Policy.
5. Distribute information at registration, such as newsletters, timetables, etc.
6. Collate any reports from other staff and check for accuracy, spelling and grammar. Pass the reports on to the Headteacher for his/her comments, and to finally distribute them to the class.