

CORNERSTONE PRIMARY SCHOOL

Post: Class teacher

Accountable to: The Headteacher, Governing Body and the whole school community

Core Purposes of role

- As part of the whole school team, to create a safe, supportive, but challenging learning environment where there is equal opportunity for everyone to enjoy learning together and achieve success in all aspects of school life
- To teach a class of children ensuring that planning, preparation, recording, assessment and reporting meet their varying learning, development, personal and social needs
- Actively and consistently promote the positive vision, aims and practices of the school
- Ensure that arrangements and procedures for the safeguarding of children are upheld

Main elements of the class teacher role

To have knowledge and understanding of:

- Relevant aspects of the Early Years Foundation Stage, National Curriculum and other statutory requirements
- School specific curriculum policy and practice

To plan and set high expectations through:

- Treating all children equally, fairly and consistently, with respect and consideration, believing in them as learners no matter what their background or previous experience
- Demonstrating and promoting the positive values, attitudes and self-control expected from the children
- Identifying clear objectives, content, learning experiences and sequences (weekly and half-termly) appropriate to the subject and the children being taught, taking into account prior attainment
- Demonstrate and make productive use of effective subject and curriculum knowledge
- Building in both formative and summative opportunities to assess pupils' learning as part of the teaching for learning process
- Identifying pupils who have special educational needs at either end of the spectrum, know where to get support and to implement and maintain records as required
- Plan, organise and lead Collective Worship

To teach and manage pupils' learning effectively by:

- Building successful relationships which engage and motivate pupils, through establishing and maintaining high standards of discipline, dealing with inappropriate behaviours according to the school policy and practice, and by creating a purposeful, well-organised, stimulating learning environment where diversity is valued and where children feel secure and confident
- Promoting a 'Growth Mindset' approach which encourages learners to embrace challenges, learn from mistakes and setbacks, to persevere and work hard
- Demonstrating regular and effective use of a range of teaching strategies and methods, which engage and empower pupils, including stimulating their intellectual curiosity, using effective questioning and response techniques, clear presentation skills and good use of all the resources available
- Making best use of the teaching for learning time available, so that pupils make good progress and achieve well at both their work and play

- Ensuring lessons interest and motivate pupils through making learning outcomes explicit, using interactive teaching methods and collaborative group work, and promoting active and independent learning that enable children to think for themselves and gives opportunities for the pupils to plan and manage their own learning
- Pitching the learning appropriately to meet the needs of and challenge all the pupils taking into account the varying ability, interests, experiences and achievements of all pupils so that they can all make progress
- Recognising and responding effectively to equal opportunity issues by challenging stereotyped views, bullying and harassment
- Establishing strong effective relationships with colleagues to enable information to pass freely concerning the needs of the children, always mindful about treating any such information with professional confidence

Assessment and Evaluation through:

- Making appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress to see how well the learning objectives have been achieved and use this information to inform future learning experiences and to improve the teaching for learning
- Marking and monitoring pupils' class and home learning work, providing constructive oral and written feedback along with time for them to reflect on and respond to this feedback and celebration of progress and achievements on a regular basis
- Using assessment information to plan the next steps in pupils' learning, setting realistic and challenging targets

Pupils' Achievements:

- Recording pupils' progress and achievements systematically to provide evidence of the range of their learning and progress over time
- Demonstrating that, as a result of their teaching, pupils achieve well relative to their prior attainment, making progress as good or better than similar pupils nationally

Relations with Parents and the Wider Community:

- Know how to prepare and present informative reports to parents/carers
- Liaising effectively with parents and carers, keeping them well informed about the progress, achievements and attainments of their child
- Communicating sensitively and effectively with parents and carers recognising the importance of the home/school partnership in children's success
- Recognising that learning also takes place outside the school context and providing opportunities to develop children's understanding by relating their learning to real and work-related examples
- Understand the need to liaise with agencies outside of the school responsible for children's welfare

Managing own Performance and Development:

- Understand the need to take responsibility for their own professional development and to keep up-to-date with current research and developments in education policy and practice
- Attend and actively participate in staff development meetings
- Understand their professional responsibilities in relation to school policies and practices
- Setting a good example to the pupils they teach in their presentation and personal conduct
- Evaluating their teaching critically and use this to improve their practice and also therefore the pupils' learning

Managing, Working with and Developing Other Staff and Adults:

- Establishing effective working relationships with colleagues based on mutual respect, working effectively as part of the whole school team
- Seeking and using opportunities to work co-operatively and collaboratively with colleagues to develop more effective practice throughout the school

Managing Resources:

- Providing a welcoming and stimulating learning environment
- Organising and managing the teaching space, tools, materials, texts and other resources, including IT and additional adult support, safely and effectively to ensure the best learning takes place for all the children.

Leading a Curriculum Area(s) across the Whole School:

- Lead a Curriculum Area (negotiated annually)
- Developing own professional knowledge, skills and practice in that curriculum area
- Leading maintenance, development and innovative practice through support, guidance and training for colleagues as appropriate
- Monitor practice, progress and standards within the Curriculum Area by observation, professional dialogue, moderation, work sampling and pupil voice
- Acquiring resources and identifying opportunities that will enhance the learning opportunities for all children
- Organise and lead curriculum and information sharing events with parents and other stakeholders

In addition to the above, post-threshold teacher are expected to make a substantial and sustained contribution to the school.

These terms are defined within the school's Pay Policy as

- i. substantial - meaning playing a critical role in the life of the school and making a clear, distinctive contribution to the raising of pupil standards. The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively as evidenced by an improvement in pupils' learning.
- ii. sustained - meaning continuously maintained over a period of 2 school years.

Examples of this may include:

- Undertaking a significant professional development activity that makes a measurable beneficial impact on pupil progress at the school;
- Tackling successfully an aspect of pupil under-achievement that the school wants to address;
- Working effectively with colleagues on curriculum practices that improve teaching across a subject area or department;
- Contributing significantly to the Strategic Development Plan;
- Tackling successfully a school priority such as narrowing the attainment gap.

This job description will be reviewed annually and amended in the light of the needs of the school and whole school and individual personal and professional development.

It should also be read in conjunction with:

- The current School Teachers' Pay and Condition document which sets out the professional duties and responsibilities of a class teacher, and
- The Teachers' Standards document (2013)