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**Class Teacher - Job Description**

1. ***INTRODUCTION***

The class teacher will:

* Teach a class of pupils and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs.
* Maintain the positive ethos and core values of the school.
* Contribute to constructive team-building amongst teaching and support staff, parents and governors.
* Ensure that the current national conditions of employment for school teachers are met.

Reporting to: **Headteacher**

Liaising with: **Deputy Headteacher, Curriculum Leaders, Classroom Teachers, Support Staff**

1. ***DUTIES***

This post is subject to the current conditions of employment for Teachers as contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation in particular The Teachers Standards (DfE 2012).

In addition certain particular duties are reasonably required to be exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his or her professional duties are discharged effectively.

The Class teacher will:

* Implement agreed school policies and guidelines.
* Support initiatives decided by the Headteacher and staff.
* Have class responsibility for the academic achievement and pastoral care of the children in the class.
* Provide the Curriculum as agreed within the school in a stimulating classroom environment.
* Plan appropriately to meet the needs of all pupils through differentiation of tasks.
* Monitor and assess the children’s progress and be able to set clear targets, based on prior attainment, for pupils’ learning.
* Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
* Report to parents on the development, progress and attainment of pupils.
* Maintain good order and discipline amongst pupils, in accordance with the school’s behaviour policy.
* Liaise with colleagues in order to ensure continuity and progression.
* Communicate and co-operate with specialists from outside agencies.
* Lead, organise and direct support staff within the classroom.
* Participate in the performance management system for the appraisal of their own performance, or that of other staff.
* Lead and manage curriculum areas.
* Meet deadlines for planning, target setting, report writing and other such tasks.
* Attend staff meetings and relevant training.
* Maintain the positive ethos and core values of the school both in and out of the classroom.

1. ***SCHOOL ETHOS***

* To play a full part in the life of Clare Community Primary School; to support its ethos and to encourage all students and staff to follow this example
* Actively promote the School’s policies at all times
* Comply with the School’s Health and Safety Policy at all times.
* To model professional behaviour at all times, especially under challenging circumstances.

*The job description may be changed to reflect or anticipate changes in the requirements of the position which are commensurate with the job title and grade. This will always be done in consultation with the post holder.*

**Class Teacher - Person Specification**

**Training and Qualifications:**

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| Qualified Teacher Status. | Essential |
| Evidence of continuing and recent professional development relevant to the post. | Essential |
| Knowledge and experience of delivering the National Curriculum (2014) and a mastery approach. | Essential |

**Knowledge and understanding:**

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| Understanding of equality of opportunity issues and how they can be effectively addressed in schools. | Essential |
| The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high achievement and attainment. | Essential |
| High expectations of progress and attainment for ALL pupils, and a positive approach to overcoming barriers to learning. | Essential |
| Understanding of a diverse range of teaching and learning styles and techniques. | Essential |
| Good understanding of the importance of culture and ethos and how this impacts on morale, high expectations and high standards. | Essential |
| Good understanding of effective procedures for managing and promoting positive behaviour among pupils. | Essential |
| Good understanding of the role of parents and the community in school improvement and how this can be practised and developed. | Essential |
| Clear understanding of data analysis and the important impact this can have on achievement and attainment. | Essential |

**Experience:**

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| Successful experience of teaching in the relevant phase and ideally experience in other key stages. | Desirable |
| Proven record of raising attainment. | Essential |
| Experience of promoting positive behaviour conducive to learning and which is focused on raising standards. | Essential |
| Experience of promoting highly effective communications within and between teams and other stakeholders in the school community. | Essential |
| Experience of leading a subject or whole-school initiative. | Desirable |

**Characteristics and Competencies:**

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| Ability to promote the school’s aims positively. | Essential |
| Ability to develop good personal relationships within a team; making an effective contribution to high morale. |  |
| Ability to establish and develop close relationships with parents, governors and the community. | Essential |
| Ability to communicate effectively (both orally and in writing) to a variety of audiences. | Essential |
| Ability to create a happy, challenging and effective learning environment. | Essential |
| Enthusiastic about learning, determined and have a drive to inspire others to achieve high standards. | Essential |
| High expectations of yourself and the children you are working with. | Essential |
| Effective personal organisation and time management skills. | Essential |
| Flexibility and a solution focused approach. | Essential |
| A personable nature to build effective relationships with parents and all members of the school community. | Essential |
| Ability and keenness to promote the school and trust’s positive culture and ethos. | Essential |
| A desire to be involved in whole school improvement. | Essential |
| A desire to be involved in the wider school community, for example, by attending PTFA events or running an extra-curricular activity | Desirable |

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