Job Description
Class Teacher

REPORTS TO: Year Leader, Assistant Headteacher, Deputy Headteacher & Headteacher

TERMS AND CONDITIONS
The teacher will:

• Comply with and carry out school policies and codes of practice and the professional duties detailed within the current School Teacher Pay and Conditions Document
• Be available for work for 195 days per school year of which 190 days shall be days on which a teacher may be required to teach pupils in addition to carrying out other duties; at such times and places as is directed by the headteacher for 1265 hours in any school year
• PPA time shall amount to not less than 10% of timetabled teaching time
• Carry out the administrative tasks permitted under the Workforce Agreement, such as supervising and registering pupils and attending assemblies
• Meet the expectations set out in the Teachers' Standards

Subject Leadership
• Lead, or support or share the leadership of, a curriculum area in terms of ... ‘co-ordinating or managing the work of other staff; and taking such part as may be required of him [or her] in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school’ (STPCD 2008 75.11.3/4) (except NQTs)

The Headteacher and delegated members of the Senior Management Team are accountable for learning and teaching and the curriculum. Subject leaders will not be held accountable for their curriculum area: performance management targets therefore, will be set for Teaching and Learning Responsibilities but will not be set for subject leadership, unless requested specifically by the member of staff as an area of professional development.

A TEACHER WILL BE REQUIRED TO:

Knowledge and understanding
• Demonstrate a thorough and current knowledge of the National Curriculum, school curriculum, teaching methods, strategies and learning styles
• Know the school’s priorities, aims, targets, policies, codes of practice and relevant action plans
• Know and understand the characteristics of good and outstanding teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for the pupils in their class and/or sets and/or groups, hereafter referred to as “their pupils”, and in their area of subject leadership

Planning and setting expectations
• Plan and prepare effectively, as part of a year group, to ensure that their pupils are challenged and supported to enable them to realise their potential
• Work in collaboration with their pupils, parents, SENDCo and any other relevant professional agencies; to devise, write, implement, monitor and evaluate IEPs and provision maps
• Teach, set and mark work, in line with school policies, for their pupils
• Set high expectations which inspire, motivate and challenge pupils

Teaching and managing pupil learning
• Communicate and display clear learning objectives and understand the sequence of learning and teaching
• Match teaching strategies and methods to the learning styles and needs of their pupils
• Enable their pupils to develop and extend cross-curricular literacy, numeracy and ICT knowledge, skills and understanding
• Participate in arrangements for preparing their pupils for exams or tests; recording and reporting the outcomes of such assessments
• Ensure coverage, continuity and progression within and across the curriculum for their pupils and, in their area of subject leadership, for all pupils
• Secure a good standard of pupil behaviour by demonstrating consistent, effective and appropriate strategies for teaching and classroom management in the context of the school behaviour policy

**Monitoring, evaluation and assessment**

• Assess, record and report on the development, attainment and progress (achievement) of their pupils
• Demonstrate consistent and effective monitoring of progress through good marking and record keeping
• Provide constructive feedback to their pupils on their learning
• Implement school systems for using pupil achievement data from previous classes and schools and ensure that it is being used effectively to inform teaching and learning and secure good or better progress
• Follow the Annual Cycle for Monitoring and Evaluation and Assessment and the Three-Year Curriculum Review Cycle; taking responsibility for their curriculum area, if appropriate

**Pupil achievement**

• Implement whole-school systems for setting targets for pupil achievement and monitor and evaluate the attainment and achievement of their pupils
• Use data to identify children in their class or set who are under-achieving and, where necessary, create and implement effective plans of action, working in conjunction with the relevant colleagues and, where appropriate, external agencies, to support those pupils
• Be accountable for the level of attainment and achievement that their pupils make as measured by external and internal test-based and teacher assessment

**Relations with pupils, parents and the wider community**

• Promote the general progress and well-being of their pupils and build respectful relationships
• Make records of and reports on the personal and social needs of their pupils
• Safeguard the health and safety of pupils, with particular reference to child protection, in line with LA and whole-school policy and practice
• Promote the safety and well being of pupils
• Liaise effectively with all stakeholders by providing or contributing to oral and written assessments and reports relating to the attainment and achievement of their pupils; discussing appropriate targets and encouraging them to support their child’s or children’s learning and/or behaviour and/or progress
• Participate in and contribute to parent/teacher consultation evenings and curriculum evenings
• Provide guidance and advice to pupils and parents on educational and social matters
• Make a positive contribution to the wider life and ethos of the school through the School Values and School Motto

**Managing own performance development**

• Prioritise and manage their own time effectively, particularly in terms of balancing the demands placed on them by planning, preparation, assessment and subject leadership
• Reflect on and evaluate their own effectiveness, teaching practices and methods and use the outcomes to identify targets for professional development
• Participate in professional development, which aims to meet the needs identified in appraisal objectives, in line with the School’s Performance Management Policy
• Take a pro-active responsibility for their professional development and use the outcomes to improve pupil learning and their learning and teaching
• Participate in and, where relevant, contribute to Inset Training

Managing and developing staffs and other adults
• Communicate and co-operate with persons or bodies outside the school such as the educational psychologist, which involves their pupils
• Co-ordinate, manage and deploy support staff and other adults effectively in the classroom; involving them, where relevant, in the planning and management of their pupils’ learning
• Advise and support other members of staff in their area of subject leadership
• Lead by example and support and co-ordinate high-quality professional development for their area of subject leadership
• Develop effective professional relationships with colleagues

Managing resources
• Establish resource needs through their annual curriculum action plan and advise the headteacher of priorities for expenditure via curriculum bidding, for their area of subject leadership
• Allocate resources with maximum efficiency to meet the objectives of the school plan and related action plans and achieve value for money
• Ensure the effective and efficient management and organisation of learning resources, including ICT, in their classrooms and area of curriculum leadership

Strategic Leadership
• Advise and co-operate with colleagues, including the School Leadership Team, on the preparation and development of teaching programmes, methods of teaching, assessment and pastoral arrangements
• Develop and implement policies and practices for the subject which reflect the school’s commitment to high achievement and effective learning and teaching
• Establish, with the involvement of relevant staff; short, medium and long-term plans for the development and resourcing of their subject
• Participate in meetings at the school which relate to their pupils, the curriculum for the school or the administration or organisation of the school including pastoral arrangements; or any other professional duties identified within the School Teachers’ Pay and Conditions Document
• Dedicate 30 hours of their directed hours per year, to undertake the role and responsibilities of subject leader
• Create a climate in their area of subject leadership that enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it
• Ensure that the Senior Management Team and, where relevant, Governing Body are well informed about subject policies, plans and priorities and the success in meeting objectives and targets within them
• Undertake any special delegated duties as reasonably directed by the headteacher

Personal and professional conduct
• Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
• Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
• Understand and act within the statutory frameworks setting out their professional duties and responsibilities

**Upper Pay Scale** – Additional accountabilities

As a teacher on Upper Pay Scale you will make a substantial and sustained contribution to the school

• Contribute significantly to implementing policies and practice
• Lead by example and demonstrate exemplary practice in all aspects of school life
• Demonstrate an extensive knowledge and understanding of how to use a range of teaching, learning and behaviour management strategies
• Provide coaching and mentoring to colleagues, give advice and demonstrate effective teaching practice
• Demonstrate an extensive knowledge and understanding of assessment requirements
• Present to Governors, where appropriate, on subject and phase information
• Play a critical role in the life of the school through:-
  - Working parties
  - Governing Body
  - Leading whole school initiatives
  - Leading teams
  - Ensuring the high quality of the learning environment around the school
  - Leading or supporting opportunities to engage with parents and the wider community
## WILLIAM HARDING SCHOOL
### PERSON SPECIFICATION FOR THE ROLE OF CLASS TEACHER

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Essential</th>
<th>Evidence</th>
<th>Desirable</th>
<th>Evidence</th>
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</thead>
<tbody>
<tr>
<td><strong>Knowledge and Experience</strong></td>
<td>Knowledge, understanding and experience of the curriculum at the relevant key stage</td>
<td>Application form Interview responses</td>
<td>Knowledge, understanding and experience of the curriculum at key stages 1 and 2 and EYFS</td>
<td>Application form Interview responses</td>
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<td></td>
<td>Understanding how children learn and how their individual needs can be assessed and met through differentiation and personalization</td>
<td>Interview responses Planning exemplars Lesson observation</td>
<td>Specialist knowledge and experience of intervention programmes or strategies to support children with Special Educational Needs, Gifts and Talents, EAL</td>
<td>Interview responses Exam certificates</td>
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<td>Ability to build effective working relationships with pupils</td>
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<td>Knowledge of guidance and requirements around safeguarding children</td>
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<td></td>
<td>Knowledge of effective behaviour management strategies</td>
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<td>Good ICT skills, particularly using ICT to support learning</td>
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<td></td>
<td>Relevant and recent professional development and/or experiences</td>
<td>CPD record Course certificates</td>
<td>Experience of subject leadership</td>
<td>Application form References</td>
</tr>
<tr>
<td><strong>Qualifications</strong></td>
<td>Qualified Teacher Status</td>
<td>Certificates</td>
<td>Further relevant professional qualifications</td>
<td>Exam certificates</td>
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<tr>
<td><strong>Skills, Abilities and Personal Qualities</strong></td>
<td>A sound primary philosophy that values inclusion and the whole child</td>
<td>Application form Interview responses</td>
<td>Experience at and commitment to developing extra-curricular activities</td>
<td>Application form Interview responses</td>
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<td></td>
<td>Effective communicator to adults and children</td>
<td>Interview responses References</td>
<td>Ability to manage support staff effectively to support the needs of your pupils</td>
<td>Interview responses Reference</td>
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<td></td>
<td>Good time management, interpersonal and organisational skills</td>
<td>Reference</td>
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<td>Demonstrates the ability, or the potential to be, a good or better class</td>
<td>Lesson observation LA or Ofsted feedback</td>
<td>Proven impact on standards as a result of being an outstanding class teacher</td>
<td>LA or Ofsted feedback Pupil achievement data</td>
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<tr>
<td>Teacher</td>
<td>Lesson observation</td>
<td>LA or Ofsted feedback</td>
<td>Interview responses</td>
<td>References</td>
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<td>Able to motivate, enable and empower pupils and high expectations for all pupils</td>
<td>Lesson observation</td>
<td>LA or Ofsted feedback</td>
<td>Interview responses</td>
<td>References</td>
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<td>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</td>
<td>Interview responses</td>
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<td>Adaptable, flexible and solution-driven</td>
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<td>Enthusiastic, positive, committed and hard working team player</td>
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<td>Sense of humour</td>
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