

<b>Post Title:</b>	<b>JOB DESCRIPTION – CLASSROOM TEACHER</b>
<b>School:</b>	<b>SOUTHMINSTER CHURCH OF ENGLAND PRIMARY SCHOOL</b>
<p>The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay &amp; Conditions Document and describe the duties required of all teachers. In addition, the specific requirements of the post of classroom teacher, along with the particular duties expected of the post holder have been set out below:</p>	
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• Responsibility for a class</li> <li>• To provide for the educational, social, moral, spiritual and cultural development for each individual child in the class</li> <li>• Co-ordinating activities relating to a core/foundation subject area(s), to include: <ul style="list-style-type: none"> <li>- Developing, monitoring, review, evaluation effectiveness of and reporting on policy, action plans and practice</li> <li>- Planning and managing associated resources/teaching materials, teaching programmes, course of study, methods of teaching and assessment</li> <li>- Giving guidance, support and encouragement to staff and leading in-service development sessions</li> </ul> </li> </ul>
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	The safety and education of a class, as agreed with the Headteacher and the implementation of all school policies. Subject leadership.
<b>Scope:</b>	Classroom teacher Subject Co-ordination
<b>Salary/Grade:</b>	Main Scale
<b>Main/Core duties</b>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Contributing to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements throughout the school, including school trips, special assemblies, performances and special events</li> <li>• Planning, preparing and assessing lessons in line with school policies and schemes of work</li> <li>• Teaching of lessons according to the individual needs of pupils, having high expectations and setting challenging targets</li> <li>• Promote the inclusion and acceptance of all children within the classroom ensuring equal access to lessons and their content</li> <li>• Setting of work for pupils who may not be able to attend school, in agreement with the Head Teacher</li> <li>• Marking work and providing feedback (including for Home learning in accordance with the school's Home Learning Policy) to pupils and parents in line with the School Marking and Feedback Policy</li> <li>• Keeping up to date assessments on the development, progress and attainment of pupils and recording and reporting these assessments in line with the school Assessment Policies</li> <li>• Administering assessment tasks and test in line with school policy.</li> </ul>

	<p><b>Other Activities</b></p> <ul style="list-style-type: none"> <li>• To promote the positive ethos and culture of the school to others</li> <li>• Contribute to and support the overall ethos, work and aims of the school</li> <li>• Comply with, support and promote all school policies and procedures, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the Head Teacher</li> <li>• To take responsibility for understanding the part that one plays in the progress of the School Development and Improvement Plan and contributing to it accordingly</li> <li>• Be aware of and support pupil differences and ensure that all pupils have equal access to all school opportunities to learn and develop</li> <li>• To promote the general progress and wellbeing of individual pupils throughout the school</li> <li>• To provide advice and guidance to pupils and parents on educational, emotional, behavioural and social matters in line with school policies and guidance from the Head Teacher and/or Inclusion Manager</li> <li>• Keep records and make reports on the personal and social needs of pupils</li> <li>• Communicate and co-operate with other agencies to support the educational, development general progress and wellbeing of individual pupils and to participate in meetings arranged for any purposes described above, including One Plan meetings</li> <li>• To inform the Head Teacher immediately of any concerns regarding a pupils' welfare</li> <li>• To communicate and consult with parents of pupils and provide an accurate written annual report for parents</li> <li>• To maintain good order and discipline among pupils throughout the school, in line with the Behaviour Policy</li> <li>• To safeguard every pupil's health, safety and wellbeing in line with school policies</li> <li>• To participate in staff meetings which relate to the curriculum, administration or organisation of the school, including pastoral arrangements</li> </ul>
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<p><b>Main/Core Duties continued</b></p>	<ul style="list-style-type: none"> <li>• To lead collective worship and to attend worship, when requested by the Head Teacher</li> <li>• To supervise pupils throughout the school during playtimes and at any other times requested by the Head Teacher</li> <li>• To ensure the class is managed in an orderly way and looks stimulating and engaging for the pupils with displays changed regularly</li> </ul> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• To plan, organise and manage the work of the Learning Support Assistants/ Higher Level Teaching Assistants who support in class, in order to have a positive impact on pupil progress</li> <li>• To liaise with the Inclusion Manager to contribute to the planning and organising of work, in order to have a positive impact on pupil progress</li> <li>• To ensure that the LSA/ HLTA who supports in class meets all of the responsibilities as set out in their job description, in a timely and effective manner</li> </ul> <p><b>Subject leadership</b></p> <p>To be accountable for leading or sharing leadership in a core/foundation subject (s) - developing and implementing plans, policies and targets and practices within the context of the school and trust's aims, policies and circumstances.</p>
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### Person specification

<b>Essential Qualification</b>	A DfE recognised teaching qualification
<b>Experience</b>	A successful primary practitioner, with experience of working within at least one school. Have experience of using assessment for learning as a basis for effective teaching and for tracking the progress of children.
<b>Knowledge, Skills and Understanding</b>	The ability to effectively plan, prepare and assess in all areas of the curriculum and for all children. Have the skills, knowledge and desire to use ICT in planning and across the curriculum. A secure, working knowledge, of The National Curriculum, EYFS and locally agreed RE syllabus. Have high expectations of pupil behaviour and effective classroom management. Be able to implement our whole school approach to learning and teaching. Able to involve parents in the education of their children and in the life of the school generally. An understanding of equal opportunity issues and how they affect all aspects of school life.
<b>Communication Skills</b>	Ability to communicate clearly orally and in writing with children, parents, colleagues, governors and other agencies as necessary.
<b>Self Management</b>	Be able to meet deadlines. Be able to work to challenging professional goals. Take responsibility for one's own professional development.
<b>Leadership</b>	An understanding of how to raise standards of teaching and learning across whole school in at least one curriculum area. A commitment to, and understanding of, the philosophies of 'Every Child Matters' and 'Excellence and Enjoyment'. Ability to analyse, interpret and understand relevant information. Be able to demonstrate good judgement.
<b>Attributes</b>	A commitment to an inclusive classroom. A commitment and ability to reflect on current practice, your own and the schools, and develop it in order to raise standards. Willingness to extend children's learning through extra-curricular activities and other learning outside of the classroom. Be open-minded, adaptable and flexible. Have energy, vigour, perseverance and a sense of humour. Have a high level of commitment to the school and its continuing development. Be reliable, trustworthy and have integrity. Have a satisfactory health record. Be a team player.