

Class Teacher Job Profile





Chesswood Junior School

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Person Specification



Post Title: **Class Teacher**

Specific Post Requirements

Pay scale: Main Scale; School Teachers Pay and Conditions Document –

<http://www.education.gov.uk/schools/careers/payandpensions/teacherspayandconditionsdocument>

Class Commitment: 5 days per week

Contract: Permanent Contract

Essential

- Hold QTS
- Undertaken Training in KS1 and/or KS2
- Honours Degree qualification 2:2 or higher
- Fully support the school vision and values set out below, throughout their employment at Chesswood Junior School

Desirable

- Honours Degree qualification 2:1 or higher
- Applicant undertaken BEd (Hons) or BA/BSc with QTS
- Degree or specialist subject training in English or maths
- Training undertaken in KS1 or KS2
- Particularly suited to teachers who
 - are **newly qualified** and have demonstrated good or outstanding teaching potential as evidenced through formal school practice and university feedback.
 - have **teaching experience** and can demonstrate good and outstanding learning and teaching within their classroom.

For further information about Chesswood Junior School please visit:

<http://www.chesswood.w-sussex.sch.uk/>



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- Must be able to fully support the school vision throughout their appointment:

At Chesswood Junior School we will inspire our whole school community to enjoy their learning adventure and have fun along the way. We will ignite a passion for learning throughout the school community; securing excellence, empathy and equality in all that we do.

In order to achieve our vision and maintain a positive inclusive culture all members of our community must agree to promote the following values with children and adults alike – consistently and throughout their employment at Chesswood Junior School – they are of fundamental importance:

- **Acceptance and freedom** – *allowing others to express thoughts, actions and feelings positively.*
- **Honest, open and frequent communication** – *listening, understanding, discussing and confronting.*
- **Inclusion and equity** – *Empowerment and involvement of members of the school community.*
- **A compassionate community** – *caring, empathy, collaboration and co-operation.*
- **A positive reality** – *solution focussed, expect success, 'looking on the bright side'*
- **Personal responsibilities** – *personal professionalism, assertiveness, commitment, confidentiality, responsibility and accountability.*
- **Drive and determination** – *Be pro-active; Maintain high expectations for yourself and others: Be an important part of ensuring Chesswood Junior School is exceptional.*
- **A shared purpose** – *vision, mission, aims and objectives; know and tangibly support them*
- **Acknowledgement of others** – *achievements, ideas and efforts of others*
- **Team work** – *shared trust, collaboration, respecting the agreed decision making process.*



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Chesswood Junior School Learning Vision

As learning is our core purpose, we will strive to inspire children to be lifelong learners, equipped for life in a constantly evolving world. We will ensure a passion for learning permeates throughout the school community, creating learning opportunities through high quality teaching, for personal discovery which can lead to life-changing experiences. Childhood will be valued and celebrated through making learning fun, exciting and intrinsically real and relevant to children - bringing learning to life for all, perhaps for a moment's inspiration but more often as the beginning of a longer voyage of discovery. We will strive to stimulate creativity and promote wellbeing, recognizing children's rights to enjoy, achieve and take an active part in their own learning.

Chesswood Junior School Learning Strategy

Teachers and other adults will have consistently high expectations of all pupils through an unshakable belief that children can achieve above and beyond what is thought possible. All academic staff will believe in and apply the school's vision igniting a passion for learning, in partnership with children and their families, having fun and enjoying their learning journey. They will be committed to improving their subject knowledge and knowledge of learning in order that they increase the frequency and ease in which 'Real, Relevant and Engaging' learning opportunities are secured for all children. As a result, the vast majority of children will sustain high levels of concentration, motivation and application.

Class teachers will be conscious of the finite amount of time available and use it creatively and flexibly to secure high quality learning outcomes and effective curriculum coverage. Their planning will be highly responsive to previous learning, taking account of real world applications, children's interests and local opportunities. It will be highly focused on learning objectives and successful outcomes, leading to consistent and appropriate learning challenges for all children. Consequently, children in different classes could enjoy different learning journeys and experiences whilst still securing success with the learning intentions. The use of effective questioning, supported by Bloom's Taxonomy will take a central role in designing learning activities and gauging children's understanding.

All academic staff will embed a wide range of practical resources and new technologies into the fabric of learning. The targeted use, development and deployment of academic support staff and volunteers will ensure their confidence in leading learning, providing effective feedback and securing the most equitable use of time for all pupils.

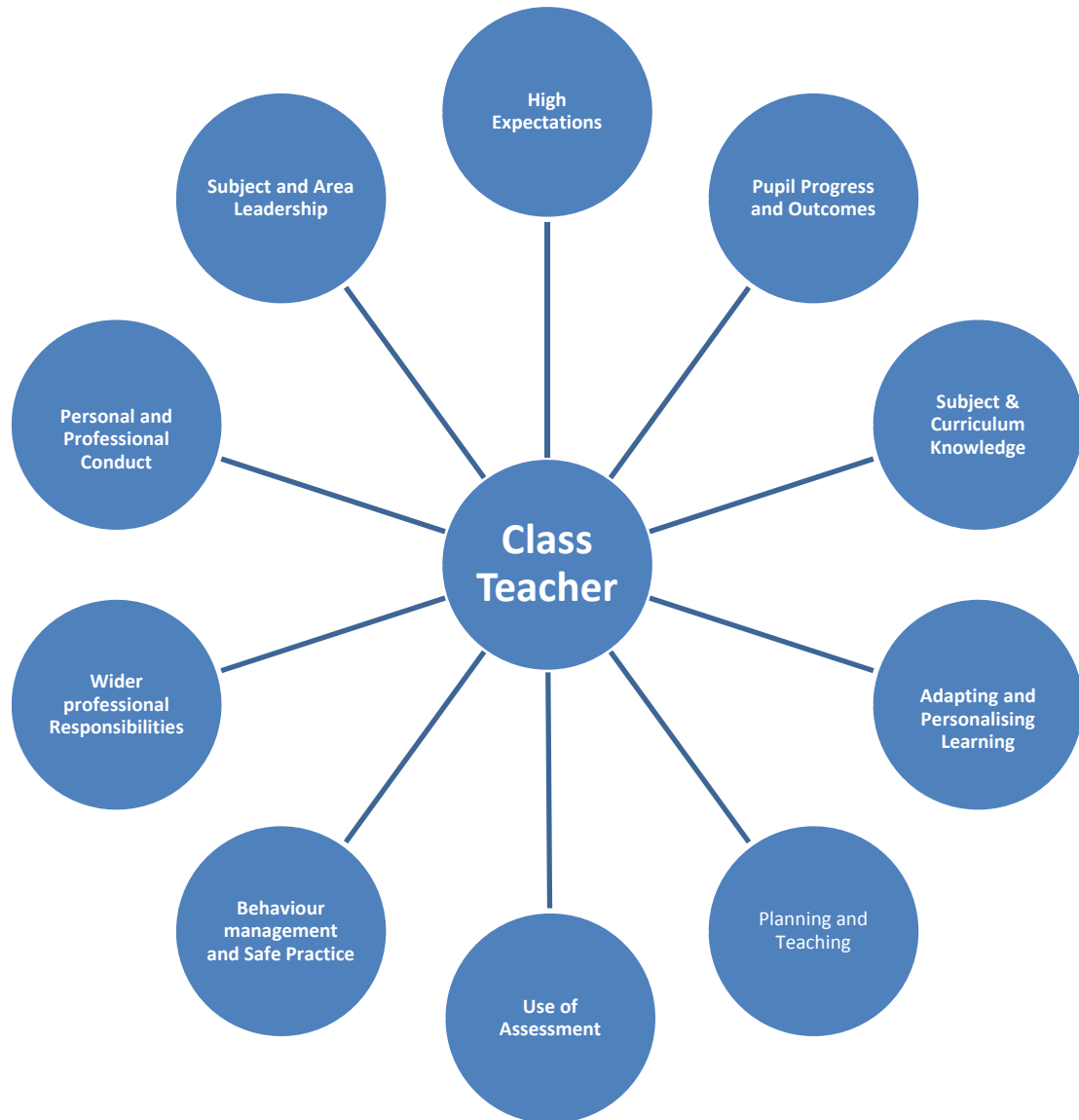


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Core Class Teacher Responsibilities





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Job Title	Class Teacher
Reports To	Year Leader
Responsible For	Children's attainment and progress
Evaluated Grade	STPCD – Teacher Main Scale
Date of Job Profile Review	March 2016

Job Purpose

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. They actively support and help deliver the aims and priority improvements of the school and maintain its philosophy of education as led by governors and the senior leadership team.

Principle Accountabilities

The principal accountabilities are as set out below. The tasks under each section serve to indicate the range of duties involved. **Duties detailed are not exhaustive and should be used to guide work priorities.** *They may be added to, at any time, within the course of any employment to ensure the job description meets the current reality, demands and expectations of the post; alongside the ever changing landscape of education. Any employee subject to this job profile will be expected to undertake any and all new aspects willingly and flexibly, in line with the broad nature of this work. An individual will ensure the role is consistently performed efficiently and effectively thus providing a good use of public money. Continuing to apply for this post using this job description is a tacit agreement by an individual that they expect and welcome change to this job description over time.*

Many of the areas below are supported by detailed policy and guidance to provide class teachers with a good understanding of processes and protocols at Chesswood Junior School e.g. behaviour policy, learning and teaching policy etc. It is expected that class teacher will fully support and implement such policies consistently whilst employed at Chesswood Junior School. *Continuing to apply for this post using this job description is a tacit agreement by an individual that they will fully support all school policies once ratified by the governing body.*

The performance management and pay policies will use the accountabilities below as a foundation for setting out priorities for each teacher relative to their current experience and performance.

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Ensure classroom environment, including class locker areas are kept highly organised and tidy.
- Develop and sustain child leadership opportunities within the classroom.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.



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Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Work in close partnership with other colleagues to support pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching choices.
- Encourage and fully expect pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of National Curriculum subject(s) and curriculum areas. Foster and maintain pupils' interest in all National Curriculum subjects and areas (e.g. SMSC), and address misunderstandings - especially English, maths and science.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, particularly and the correct use of standard English, whatever the teacher's specialist subject.
- Tacitly support and promote the view that English and maths sit at the core of the curriculum, with all other subjects enhancing and enriching these key subjects to ensure good progress for all.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Maintain a particular focus on provision for particular groups, including those
 - with disabilities
 - with special educational needs;
 - who are considered to be deprived – Ever 6



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For each of the above groups a relentless and sustained focus must be maintained on 'closing the gap' (attainment) between them and typical expectations for groups that do not experience such frustrations in learning.

- Further groups including
 - those of high ability – typically one third to one half of each class;
 - those with English as an additional language;
- must also be supported by quality first teaching which takes into account the specific needs of the group.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- Determine accurate teacher assessments and challenging targets for each child within your class throughout the year

Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Subject and Area leadership

This section does not apply to core subject leaders, recipients of TLRs, including SENCO or any newly qualified teacher undertaking their induction period

- Undertake a leadership role with a foundation subject or whole school area or as part of subject leadership team. (Newly qualified teachers are expected to move towards full leadership roles towards the end of their induction year).
- Requirements for each area are supported by detailed subject leadership guidance:
 - Strategic direction and development of the subject
 - Quality of Learning and Teaching
 - Leading and Managing Staff
 - Efficient and Effective deployment of staff and resources

Fulfil wider professional responsibilities

- Demonstrate consistently efficient and effective administration and satisfy any and all deadlines for information required by the head teacher and leaders throughout the school e.g. teacher assessment report deadlines.



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- Ensure you take personal responsibility to apply all procedures for safeguarding children and ensure the highest standards of welfare are secured.
- make a substantial and sustained positive contribution to the wider life and ethos of the school – including involvement in large year group and school events e.g. supporting school disco, children's parade, school performances.
- develop effective professional relationships with colleagues and appropriate outside agencies, knowing how and when to draw on advice and specialist support and use it to the best effect for the child/ren in your care.
- deploy support staff effectively.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Embrace a partnership with parents; communicating effectively, sensitively and without bias with regard to all aspects of a child's academic and personal development and well-being.
- to recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures & rules that apply to this role.

Personal and Professional Conduct

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Further information may be found at:

<http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012>