

FOSSE WAY ACADEMY - JOB DESCRIPTION

CLASS TEACHER - GENERIC



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Job Title: Class Teacher - Generic

Responsible to: Headteacher, Deputy Headteacher, Team Leader and the Governing Body

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the Every Child Matters agenda and Academy Child Protection Procedures.
- To maintain and build upon the standards achieved in the award for QTS (Primary) as set out by the Secretary of State.
- To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.

SECTION 1 - GENERAL TEACHING DUTIES

Teaching and Learning:

- Manage pupil learning through effective teaching in accordance with the Key Stage schemes of work and policies.
- Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs, and ensure equal opportunity for all pupils.
- Support individual learning, including pupils on Individual Education Plans, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Be responsible for a designated classroom/teaching area and supervise associated resources.

- Direct the use of any support staff or class helpers (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
- Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
- Plan and provide structured learning opportunities, which engage pupils' interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
- Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
- Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
- Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
- Employ homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage pupils to take responsibility for their own learning.
- Provide a challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
- Employ clear presentation and good use of resources.
- Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
- Implement and keep records on Individual Education Plans (IEPs).
- Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English;
 - are disabled.
- Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.

- Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, in order to encourage our pupils to become responsible members of society.
- Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
- Develop in pupils an appreciation of human achievements, failures and aspirations.
- Develop in pupils, positive attitudes towards, and concern for, the environment.

Monitoring, Assessment, Recording, Reporting

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
- Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
- Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning.
- Write high quality and informative annual reports to parents/carers and direct support staff in the collation process.
- Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.
- Contribute towards the implementation of IEPs as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
- Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
- Prepare pupils for National Curriculum Assessments.
- Carry out or support senior colleagues in the administering of National Curriculum Tests.

Curricular Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for all relevant areas of the Curriculum.
- Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
- Keep up to date with research and developments in pedagogy and curriculum content.

- Support the on-going developments in English, Maths and Computing,
- Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

Professional Standards and Development

- Attend and participate in open evenings and pupils' performances.
- Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, etc.
- Be aware of the role and functions of the Governing body.
- Set a good example, not only to the pupils being taught, but also to all other pupils in the School, in appearance and personal conduct.
- Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
- Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational psychologists.
- Assist in the development of the School Curriculum in line with the School's Improvement Plan.
- Assist in the maintenance of good discipline in and around the School.
- Cover for absent colleagues as is reasonable and in line with present government regulations.
- Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.

Health and Safety

- Undergo Basic First Aid training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development - Personal

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.

- Undertake any necessary professional development as identified in the School Improvement Plan or Appraisal/Performance Management, taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through school, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
- Carry out reflective practice exercises to move classroom practice/teaching and learning, forward.
- Up-date Child Protection training annually.
- Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new topics; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Headteacher.
- Maintain a professional portfolio of evidence (Black Folder) to support the Appraisal/ Performance Management /teaching and learning review process - evaluating and improving own practice.
- Contribute to the professional development of colleagues, especially NQTs and ITTs.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring and Reporting

- Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
- Monitor the social progress of pupils, including the progress in PHSE lessons.
- Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
- Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Rewards and Sanctions

- Inform, reinforce and implement the 'Positive Behaviour Management Policy which outlines the school's code of conduct/school rules and the approach to rewards and sanctions. Class teachers have a central role in clarifying to pupils the consequences of stepping over the boundaries set by the rules and regulations of the Academy.
- Oversee the collation of records of all rewards and incidents of inappropriate behaviour relating to pupils in the class (Certificates of Achievement or Think Again).
- Check Homework and take action when necessary.

- Check daily that correct uniform/standard of dress is worn and to take action when necessary.

Liaising with Others

- Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
- Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
- Inform appropriate colleagues about social or behavioural issues related to pupils.
- Contact parents, if appropriate, after proper consultation with Key Stage Leaders, Deputy Headteacher or the Headteacher or in line with school policies.
- Be able to liaise with agencies responsible for pupils' welfare providing the appropriate accurate information.
- Keep up-to-date with Child Protection Procedures and notify one of the 'Designated Safeguarding Leads' of any concerns about a child.

Representing Pupils

1. Take action on behalf of pupils when appropriate.
2. Speak for or act 'on behalf of' a pupil, e.g. at a disciplinary meeting.
3. Act as a 'referee' by writing a reference for the pupil to other individuals/institutions, e.g. secondary school appeal.

General Tasks

- Set a prompt and structured start to the morning and afternoon sessions.
- Ensure that the classroom is left tidy at the end of each lesson and to report damage promptly.
- Participate in and deliver class assemblies, where required.
- Attend the relevant assemblies as requested by the Headteacher - unless withdrawing on the grounds of conscience or religion. Some assembly times may be used to free certain staff to develop the Curriculum or for CPD.
- Participate in the formulation and execution of learning policies.
- Organise class participation in School events.

Administration: (Registration, Absences, Lateness)

- Mark the register fully and accurately. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy on Attendance.
- Collect absence letters and pass these on to the appropriate person for recording and filing.

- Contribute to the monitoring of the pupils' attendance/absence and lateness records. The School Administrator, Deputy Headteacher and Headteacher will also contribute to this process.
- Follow the procedures for First Day of Absence as set out in the Staff Handbook.
- Distribute information at registration, such as newsletters, timetables, etc.

SECTION 3 - ADDITIONAL DUTIES FOR THIS POST

Inevitably, some tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.