



Farley Junior School

Job description – Class Teacher

Purpose of the Job

- To carry out the professional duties of a Main Grade Teacher under the Teacher's Contract (as defined in Part of the recent School Teachers' pay and Conditions document) ensuring the education and welfare of a class/group of pupils having due regard to the school's aims, values and curriculum.
- To share in the corporate responsibility for the well-being and discipline of all pupils
- To promote good relationships with parents and the community

Main Activities and responsibilities (based on TDA core standards for teachers)

Professional Attributes

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Be able to hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of school policies and practice, including those designed to promote equality of opportunity
- Communicate effectively with children, young people, colleagues, parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people

- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
- Have a commitment to collaboration and co-operative working, where appropriate
- Be able to evaluate their own performance and be committed to improving their practice through appropriate professional development and act upon advice and feedback and be open to coaching and mentoring
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified

Professional Knowledge and Understanding

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Know the assessment requirements and arrangements for the subjects/ areas you teach, including those relating to public examinations
- Know a range of approaches to assessment, including the importance of formative assessment
- Know how to use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of your pupils and to raise levels of attainment
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement
- Have a secure knowledge and understanding of the primary curriculum and related pedagogy including: the contribution that your subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including the Primary Framework and other relevant initiatives
- Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
- Know how to make effective personalised provision for your pupils, including those for whom English is an additional language or who have SEN or disabilities, and how to take practical account of diversity and promote equality and inclusion in your teaching
- Understand the roles of colleagues such as the Inclusion Manager/SENCo, and the contributions they can make to the learning, development and well-being of children and young people
- Know when to draw on the expertise of colleagues, such as the Child Protection Officer and Inclusion Manager/SENCo, and to refer to sources of information, advice and support from external agencies
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people
- Know the local arrangements concerning the safeguarding of children and young people
- Know how to identify potential child abuse or neglect and follow safeguarding procedures
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support

Professional Skills

- Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within your phase and context
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
- use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
- build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress

- develop concepts and processes which enable learners to apply new knowledge, understanding and skills
- adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- manage the learning of individuals, groups and whole classes effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide pupils, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development
- Support and guide pupils so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
- Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary
- Review the impact feedback and guide pupils on how to improve their attainment
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on safeguarding so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Make use of the local arrangements concerning the safeguarding of children and young people
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's Positive Behaviour Policy
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners

- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Equal Opportunities

- To support the schools Equal Opportunities policies including Anti-Racism and extremism.