Sholing Junior School
Achieving Together

HAMWIC EDUCATION TRUST

Classroom Teacher Job Description

This job description may be amended at any time following discussion between the School Leader and the member of staff and will be reviewed annually as part of the performance management process.

Name of Post Holder	
Post Title:	Classroom Teacher
Grade of Post:	Main scale or Upper Pay scale
Accountable to:	School Leader
Responsible to:	Headteacher
Working time: (STPDC)	FTE as specified within the Schools Teachers' Pay and Conditions Document

General description of the post

The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the School Leader. The post-holder is required to fully support the vision, ethos and policies of the school.

Relationships

The post-holder is accountable to their line manager in all matters.

Within the Performance Management process, all staff in the school are accountable to the School Leader through their respective teams and leaders.

Within the learning management process, all staff in the school are accountable to the School Leader for the profiles and performance of all students they teach.

Within continuing professional development (CPD) all staff in the school are accountable to the School Leader for the impact their development has on pedagogy.

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.

Teachers' Standards

Contribute to the School Development Plan priorities of:

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes
- Securing a collaborative school vision of excellence and equity that sets high standards for every

student

Achievement

Duties and responsibilities:

- Making a contribution to raising standards across the school
- Setting clear and challenging targets that build on prior attainment for each pupil
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets
- Giving every child the opportunity to reach their potential
- Consistently demonstrating high expectations for every child

Promote good progress and outcomes by pupils:

- Be accountable for 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
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

Quality of teaching

Contribute to the School Development Plan priorities of:

- Raising the quality of the teaching and learning of writing, in particular spelling and handwriting
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 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, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

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
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

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

Behaviour and Safety of pupils at school

Contribute to the School Development Plan priorities of:

- Ensuring that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment

Set high expectations which inspire, motivate and challenge pupils:
- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- 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
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

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

Leadership and Management

Fulfil wider professional responsibilities:
- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

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.

Signed: ..... Date: .....

(Member of staff)

Signed: ..... Date: .....

(School Leader)

Class Teacher - Person Specification

The following are the main attributes the schools would wish to see offered by candidates. It is not as an exhaustive 'tick list' but is provided as guidance.

How candidates will be assessed: A – Application Form; I – Interview; R –Reference

	Essential	**Desirable**
Qualifications	Qualified teacher status (A)	Experiences outside an educational setting (A/I)
Experience	Successful teaching within the primary age range/EYFS (A/R)	Experience of more than one key stage (A) Experience of teaching more than one year group (A)
Knowledge and Understanding	A thorough knowledge of how children learn, including through the use of prior knowledge, explicit instruction and strategies to aid memory (A/I) A thorough understanding of primary children's needs, and a good understanding of the primary curriculum (A/I/R)	Understanding of how to develop thinking and learning skills (A/I) Experience of using data analysis to identify target groups within own class (A/I)
Skills	To be an outstanding, innovative and creative teacher (I/R) To be able to develop learning with all individuals and groups of learners such as special educational needs and more able (I/R) To be able to identify and solve problems independently and creatively (I/R) To be an effective communicator with children and staff and to disseminate information accurately (I/R) To be an active listener (I/R) Ability to exhibit and foster a positive attitude (I/R) Ability to encourage positive partnerships with parents (A/I/R) To be flexible with a positive attitude to change (A/I/R) To be able to manage time effectively (A/R) To plan effectively and to differentiate to meet the needs of all learning (A/R)	To have experience of working with EAL children (A/I) To have experience of working in line with a school development plan (I)
Personal Qualities	Well-organised, professional, innovative and tactful (A/I/R) A reflective practitioner (A/R) Commitment to team approach (A/I/R) Able to work under pressure and meet deadlines (A/R) Able to manage an appropriate work-life balance and your own wellbeing (A/I/R) Passionate about wanting to make a difference to our children (A/I) Have a desire to further their learning and be ambitious for their career (A/I) Have an approachable and friendly manner and an awareness of the needs of others (I/R)	Have varied interests outside school and education (A/I)

Candidates are asked to ensure that the evidence for all statements marked with an 'A' is included on their application form. Short-listing for interview will depend upon this evidence.