



Job Description - Class teacher Highfield Primary School

Job Title:	ECT
Grade:	MPS
Accountable to:	The Headteacher
Accountable for:	The duties listed below
Any Special Conditions of Service:	No smoking policy

Purpose of the Role:

To facilitate and encourage learning which enables our children to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all children.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers.

Main Duties:

Teaching and Managing Pupil Learning

To plan, prepare and implement an appropriate programme of work for children which: -

- Takes account of each child's abilities and has high expectations.
- Considers the needs of the child in all aspects of development.
- Fulfils National Curriculum requirements.
- Is in line with whole school policies and planning.
- Motivates the child to learn independently.
- Has a commitment to first-hand experience / curriculum enrichment.
- Ensures effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Uses teaching methods that keep children engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Sets high expectations for children's behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Ensures that all the children within the class have equal access to the experiences and opportunities provided.
- Provides a quality learning environment, based on a sound understanding of how children learn and where the children's achievements are celebrated.

Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the children being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for children's learning, building on prior attainment.
- Identify children who have special educational needs and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
- Have high expectations of the children in learning, attitude and behaviour in line with school



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policies.

Assessment and Evaluation

Assess how well learning objectives have been achieved and use this assessment for future teaching.

- Mark and monitor children's class and home learning providing constructive oral and written feedback, setting targets for pupils' progress.
- Understand the demands expected of pupils in relation to the Curriculum.
- Evaluate children's learning and keep evidence of learning, interventions and support along with progress.

Care of children

Have pastoral care of the teaching group, within the school ethos, by:

- Being a good role model for the children in all personal qualities.
- Fostering the positive self - image of each child through positive praise and encouragement.
- Respecting each child and ensuring that the children know that they are valued.
- Being aware of the great influence that we, as teachers, have on children. The care, concern, and interest we show to each of our children will develop a reciprocal response in the child.
- Undertaking all aspects of safeguarding with due attention to child protection.

Relationship with Parents and the Wider Community

- Prepare and present informative reports to parents.
- Provide opportunities to develop children's understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for children's welfare.

Manage Own Performance and Development

- Take responsibility for your own professional development and keep up to date with research and developments in pedagogy and subject knowledge
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the children in your presentation and personal conduct.
- Evaluate your own teaching critically and use this to improve your effectiveness.
- Play an active part in the professional development, self-evaluation and target setting of the school, sharing knowledge, expertise and personal strengths and analysing data as appropriate.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with colleagues.
- Line manage support staff working under your supervision in our school's appraisal process.
- Take responsibility for a curriculum / organisational / pastoral area as appropriate to experience.



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Managing Resources

- Select, organise and make good use of all learning resources which enable teaching objectives to be met.

Highfield is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All appointments will be subject to a satisfactory enhanced DBS check.



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ATTRIBUTE	ESSENTIAL	DESIRABLE	IDENTIFIED BY
EXPERIENCE	<p>A strong ethos and philosophy</p> <p>Proven record of good classroom practice, which has ensured the good progress and achievement of your children</p> <p>Commitment to support the wider life of our school, e.g., extracurricular, Governors</p> <p>An understanding of the responsibility to safeguard and promote the welfare of children.</p>		<p>A – Application Form</p> <p>REF - References</p> <p>SP – Selection process</p>
QUALIFICATIONS AND TRAINING	<p>Qualified Teacher status</p> <p>A commitment to your own continued personal and professional development</p> <p>Successful performance management/placements</p>		A/REF/SP
KNOWLEDGE AND SKILLS	<p>Secure knowledge of the Key Stage 2 curriculum</p> <p>Ability to organise / maintain accurate and detailed records</p> <p>ICT competence e.g., ability to use ICT to support your planning</p> <p>Thorough understanding of planning, assessment for learning, target setting and use of data</p> <p>Experience of supporting children with SEN in your class.</p> <p>Management of Support Staff</p> <p>Experience of liaising effectively with parents to support children’s achievement and happiness.</p> <p>Experience of working successfully in a team</p> <p>Ability to work in partnership with outside agencies</p> <p>Excellent communication and organisational skills</p>	<p>Knowledge of all phases of Primary Education</p>	A/REF/SP



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PERSONAL QUALITIES AND ATTRIBUTES	Be enthusiastic, highly motivated, energetic, creative and innovative. Have a passionate belief in the inclusion of all children and the ability to respond to the challenges of inclusion Possess the skills required for effective team and partnership work Have the ability to maintain a safe, calm and happy classroom ethos Be open minded and have the ability to respond well to change and challenge		A/REF/SP
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