



Class Teacher Duties and responsibilities

Safeguarding

- Promote the safety and wellbeing of pupils and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's safeguarding policies.
- Report any safeguarding concerns to the Senior Designated Person/Deputies.
- Follow the school's procedures when reporting safeguarding concerns.
- Actively engage in regular safeguarding training.
- Complete professional reading (linked to safeguarding) that has been provided by the school in a timely manner.
- Ensure pupils are safeguarded during vulnerable situations such as illness and incidents involving self-care.

Teaching -

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.

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.

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.

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.

Wider role -

Working with colleagues and other relevant professionals

- Communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Keep other professionals accurately informed of performance and progress or concerns you may have about the pupils you work with.
- Understand their role in order to be able to work collaboratively with specialists including advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Professional development

- Complete regular training linked to safeguarding, first aid and fire to ensure that you are able to best protect the children in your care.
- Keep your own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Personal and professional conduct

- Follow all school policies and the staff code of conduct
- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance.
- Develop, monitor, review and evaluate effectiveness of and reporting on policy, action plans and practice.
- Plan and manage associated resources.
- Support staff development for your area of responsibility, including providing in-service training.
- Contribute to the whole school's planning activities.

Other professional requirements and duties include

- Establishing good relationships with parents - creating trust and confidence, communicating with parents about general school issues, curriculum matters, individual children's progress.
- Being responsible for the welfare and safety of support staff, students and others working in the classroom and ensuring they are used to the maximum benefit of the children.
- Sharing responsibilities for whole school events and activities including attending and leading assemblies.
- Informing school leaders of any concerns of parents in relation to work or other aspects of education at the earliest opportunity
- Taking shared responsibility for the care and appearance of the school environment and to encourage all children to have a pride in their school.
- Maintaining school confidentiality at all times.
- Ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in school or when leading activities off the school site and that all such procedures are followed in line with school policy and procedures.
- Knowing teachers legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children's Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of pupils and other relevant DFE circulars.

As a term of your employment you may reasonably be expected to perform duties of a similar or a related nature to those outlined in the job description. It is not a comprehensive list of all tasks that the member of staff will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher or line manager.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the Head Teacher in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible, management reserve the right to make changes to the job description following consultation.