

## WHEELWRIGHT LANE PRIMARY SCHOOL

### CLASS TEACHER

(MAINSKALE: M1 - UPS3)

This generic example job description should be read in conjunction with Part 12 of the STPCD (and annex 1 to the STPCD for post-threshold standards) as well as the QTS professional standards.

#### **Job Purpose:**

The Class Teacher will:

teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs;

maintain the positive ethos and core values of the school, both inside and outside the classroom;

contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors;

have a working knowledge of:

the national conditions of employment for schoolteachers as set out in the current copy of the School Teachers' Pay and Conditions Document ;

the national standards for Qualified Teacher Status.

#### **Duties:**

The Class Teacher will:

implement agreed school policies and guidelines;

support initiatives decided by the Headteacher and staff by contributing to the Learning Improvement Plan and implementing all actions required for school development;

plan appropriately to meet the needs of all pupils, through differentiation of tasks;

teach according to the educational needs, abilities and achievements of individuals and groups of pupils;

plan for, organise and direct the work of support staff within the classroom;

ensure that all planning is handed to the TA/support staff in good time so that necessary adaptations and resources are made for all pupils where necessary;

regularly discuss and monitor the work being carried out by the TA/support staff and ensure all assessments feed into future planning;

be able to set clear targets, based on prior attainment, for pupils' learning;

promote the general progress and well-being of all pupils in school;

review and evaluate one's own teaching and learning strategies, methodologies and programmes in line with the National Curriculum framework guidelines;

ensure high standards of professional practice and quality of teaching and learning of all subjects through effective dialogue, peer review and classroom observations by SLT;

provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils;

keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;

maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy, ensuring all pupils' health and safety is maintained;

promote the safeguarding of all pupils and follow the policies, practices and procedures in school to ensure that all children are kept safe;

attend statutory and regular training provided by the school in all safeguarding matters and ensure that safeguarding documents/policies are read in line with school policy;

read and understand the school's 'Medicine and supporting children with medical needs' Policy and be aware of the guidance under administering medicine in school, following procedure contained in the policy;

communicate, consult and co-operate with other members of the school staff, including those having posts of special responsibility and parents/carers to ensure the best interest of pupils;

take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the head teacher and other colleagues in the review, development and **management (\*)** of a subject in the school or key stage;

participate in In-Service education and training courses as well as in continuing professional development opportunities;

participate in staff, group or other meetings (internal and external) related to the school curriculum and assessment for the better organisation and administration of the school;

contribute to the professional development of new teachers and student teachers in line with the agreement of the Headteacher;

participate in school assemblies;

register and monitor the attendance of pupils in one's care, reporting any patterns of absence and/or concerns to the Leadership team;

together with the SENDCo, develop and implement the Individual Education Plan (IEP) for pupils and participate in all meetings, setting targets and reviewing progress;

participate and contribute to IEP meetings and SEN reviews, including reviews of children with EHC plans; collaborating with parents, SENDCo, SLT, outside agencies and professionals working with the pupil/s;

communicate and co-operate with specialists from outside agencies;

participate in the performance management system for the appraisal of their own performance, or that of other teachers, if appropriate;

report to parents on the development, progress and attainment of pupils;

**\* management in this context means acting as a point of contact or a conduit. It does not imply having responsibility or being accountable for the teaching and learning of the subject across the school.**

#### **Post-threshold expectations:**

provide a role-model for teaching and learning

make a substantial and sustained contribution (specifically agreed through performance management system) to the raising of pupil standards and contribute effectively to the work of the wider school team.