

Toll Bar Primary School

Job Description

Post: Classroom Teacher

Purpose: To educate, supervise and care for pupils in school promoting the highest levels of achievement, in accordance with school policies and associated curriculum's, by teaching pupils within the school and by carrying out such other associated duties, as are reasonably assigned by the Headteacher.

Employment Duties: The job description is to be performed in accordance with the provisions of the School Teachers Pay and Conditions Document and within the range of duties set out in that document. The post is otherwise subject to the conditions of service for school teachers in England and Wales and to locally agreed conditions of employment.

Relationships The post holder is responsible to the headteacher for his/her teaching duties and responsibilities and teaching tasks. The postholder may be responsible for the supervision of the work of classroom assistants relevant to his/her responsibilities.

Aims

- To ensure the entitlement of all pupils to a broad and balanced curriculum, this meets the requirements of the National Curriculum, and the Early Years Foundation Stage Curriculum.
- To raise standards of attainment by ensuring that all pupils have equal opportunity to achieve their full potential.
- To provide care and support for all pupils, to ensure their safety and well being, on the school premises and participating in school activities elsewhere.
- To foster enjoyment, enthusiasm and independence in learning.
- To contribute to developing confident, caring pupils who show a sense of responsibility and a pride in themselves and their school.

Principal Responsibility Areas

- To plan and prepare for curriculum coverage and progression in pupil learning in line with school policies.
- Effective teaching to achieve learning objectives in line with School Teaching and Learning Policy.
- Assessment, target setting and the tracking of pupil progress in line with School Assessment Policy.
- Classroom organisation and learning environment.
- Personal, emotional, spiritual, moral, social and cultural development of pupils.
- Maintain pupil behaviour and discipline in line with School Behaviour Policy.
- To ensure that the specific needs of pupils with SEND are met, in line with School SEN Policy.
- To actively engage in own personal and professional development to enhance performance.
- To work cooperatively with other staff to ensure transition systems, procedures and liaison operate seamlessly for children.
- Child Protection.
- Communicate and consult with parents/carers and outside agencies about children's progress and attainment.

Key Tasks

Class Management

- Establish a safe, secure and well-organised classroom environment that is attractive, stimulating and reflects current work.
- Develop and maintain a purposeful learning atmosphere, where the emphasis is on quality and the recognition of success.
- Set high expectations of pupils' behaviour and maintain good discipline through positive and productive relationships, in line with the School Behaviour Policy.

Planning

- In line with school policy, demonstrate high expectations of all pupils based on:
 - Evidence of their past and current achievement.
 - The expected standards for pupils of the relevant age range.

- Use assessment information to plan clearly structured lessons and sequences of lessons in the short, medium and longer term, which maintain productivity and motivation and include challenging learning targets for all pupils.
- Select and prepare resources and plan for their safe and effective organisation according to varying needs of all pupils.
- Plan for the use of IT where appropriate.
- Ensure the best use of available teaching time.
- Ensure the best use of Planning, Preparation and Assessment time.

Teaching

- Teach the required or expected knowledge, understanding and skills, relevant to the pupils in the class, with reference to the Early Years Foundation Stage and the National Curriculum Programmes of Study.
- Use a variety of strategies to teach clearly structured lessons or sequences of lessons, which make learning objectives clear to pupils.
- Differentiate teaching to meet all pupils needs, including those with SEND.
- Use effective questioning and interactive teaching to promote active and independent learning.
- Use IT where appropriate in teaching.
- Provide appropriate homework and other out-of-class work which consolidates and extends pupil learning.
- Take account of the different learning styles of boys and girls and the varying experiences and achievements of any pupils from different cultural and ethnic groups.
- Take responsibility for the supervision of the work of assigned support staff and students, ensuring they are aware of relevant learning objectives and are actively involved in the raising of pupil attainment.

Monitoring and Assessment

- Using a range of available data set individual achievement targets for pupils in the class and track progress towards their achievement.
- Set learning targets for individual or groups of pupils including those with IEPs and use a range of monitoring and assessment strategies to evaluate learning and progress.
- Mark pupils' class work, providing constructive oral and written feedback and setting targets for further progress.
- Use assessment with children to reflect on, evaluate and improve their own performance.

- Record pupil progress and achievements systematically to provide evidence of attainment over time, and to provide a basis for reporting.
- Prepare analysis of children's learning to report termly to leadership through Pupil Progress and transition meetings.

Parents and the Community

- Develop an effective partnership with parents/carers, encouraging their involvement in supporting their children and the school.
- Communicate with parents the range of work covered through pupil planners and ensure appropriate comments/communication is made in pupil's reading records.
- Report pupil progress to parents termly through Open Evenings and annually through written reports.
- Report termly progress of pupils with SEN through IEP reviews. Liaise with parents and other outside agencies and provide a written report annually for Statemented pupils.
- Seek opportunities to develop pupils' wider understanding, by the development of positive links with the community and the use of visits and visitors in school.

Professional Learning

- Use Performance Management, Teacher Standards, and the continuous evaluation of own performance to improve effectiveness.
- Participate fully in the school's professional development framework through involvement in staff meetings and in-Continued Professional Development.
- Be involved in the formulation of, and be fully conversant with all school policies and guidelines, and work towards their implementation.
- Liaise with colleagues to ensure continuity and progression in pupil learning.
- Contribute to the School Improvement Plan and the whole school programme of self evaluation and continuous improvement.