



Set sail for success

**Mayflower Primary School
Job Description
Post Title: Class Teacher**

Section 1: Job Purpose and Accountability

- 1.1 To facilitate and encourage learning which enables pupils to achieve high standards. To share and support the corporate responsibility for *well-being, education and behaviour of all children.
- 1.2 All staff are ultimately responsible to the Headteacher. Your immediate responsibility is to the Phase Leader

Section 2: Generic/Teachers

- 2.1 You are to carry out the duties of a school teacher as set out in the Teachers Standards and the Annual School Teachers Pay and Conditions Document, subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
- 2.2 All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards, and are expected to uphold and promote the school's aims and values.
- 2.3 All staff are expected to work collaboratively with other teachers and support staff, as part of the teaching team, to develop areas of provision that impact positively on learning and teaching throughout the school.
- 2.4 All staff will take an active role in the School Self Evaluation process and contribute to the development of and implementation of the School Improvement Plan.
- 2.5 All staff are expected to actively undertake personal professional development through keeping

abreast of the latest developments, educational research, coaching and mentoring, self-evaluation and peer review.

- 2.6 All staff are responsible for the line management and deployment of Teaching Assistants or other support staff allocated to work in partnership and assigned to the class.

Section 3: Appraisal

- 3.1 Participate in the school's Appraisal Policy and on going professional development.
- 3.2 Demonstrate commitment to improve your own teaching, through reflective practice, learning from the effective practice of others and from evidence. (or based on threshold standards and the school's agreed criteria for UPS)

Section 4: Principal Accountabilities – all Class Teachers

- 4.1 Support the school's aims to provide a happy, orderly and stimulating environment in which children learn effectively and gain the highest possible achievements building successful relationships, centred on teaching and learning establishing a purposeful learning environment where diversity is valued and where children feel secure and confident.
- 4.2 Have high expectations of all pupils and be committed to raising their educational achievement
- 4.3 Use secure knowledge and understanding of the Early Years/National Curriculum and to plan lessons, implement and assess the curriculum, in line with school policies. Demonstrate good and increasingly outstanding classroom practice, expecting and maintaining high standards of work for all learners.
- 4.4 Set challenging teaching and learning intentions which are relevant to all pupils in your class based on your knowledge of their, past and current achievement and the expected standards for pupils of that age group.
- 4.5 Use teaching and learning intentions to plan lessons, and sequences of lessons, showing how you will assess pupil's learning. Take account of and support's varying needs so that pupils, from all groups can make at least good and increasingly outstanding progress.
- 4.6 Teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning intentions and modelling clear, use interactive teaching methods and collaborative group work, and promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- 4.7 Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning intentions and use this information to improve teaching and learning.
- 4.8 Monitor and assess as you teach, giving immediate and constructive feedback to support pupils as they learn, involving pupils in reflecting on, evaluating and improving their own performance.
- 4.9 Identify, assess and meet the needs of children for whom English is an additional language.

Ensure additional support is focused on raising achievement of all pupils.

- 4.10 Monitor, record and track to progress of each pupil in the class and respond with appropriate curriculum changes in light of that assessment.
- 4.11 Use IT effectively in planning, teaching and learning and assessment, as well as to support your wider professional role.
- 4.12 Identify and assess the special educational needs of individual pupils with the Inclusion Leader, and lead the responsibility for meeting those needs with other designated staff.
- 4.13 Encourage all pupils to develop a sense of responsibility for themselves, others and their environment, and to promote a positive ethos in which high self-esteem is fostered.
- 4.14 Demonstrate and promote the positive values, attitudes and behaviour that you expect from pupils and use a range of strategies to promote excellent behaviour within a purposeful learning environment.
- 4.15 Foster excellent relationships with parents and form a partnership for the education of the child, involving them where possible in the learning process. Communicate sensitively and effectively with them recognising their role in their child's learning, and their rights, responsibilities and interests in this.
- 4.16 Communicate and co-operate with persons or agencies outside the school – participate in meetings arranged for any of the purposes described.
- 4.17 Work to implement equality of opportunity and an inclusive ethos throughout the school.
- 4.18 Actively contribute to the progress of the key outcomes of the School Improvement Plan, and the on-going school self-evaluation cycle.
- 4.19 Be aware of the class/phase and annual data produced in relation to the school and be able to analyse and use it to ensure progress of the pupils within your class.

Section 5: Specific duties for Class Teachers

- 5.1 To take an active role in the(to be agreed) curriculum/focus team, contributing to the development of the area leading to high standards of teaching, effective use of resources and improved standards of learning and achievement for all pupils.
- 5.2 To identify and pursue leadership and management development opportunities as part of involvement in the ...team (these will be negotiated and agreed with a member of the Senior Leadership Team who will give support throughout).

**'Well-being' in relation to this document means pupil's:*

- a) *Physical and mental health and emotional well-being*
- b) *Protection from harm and neglect*
- c) *Education, training and recreation*

- d) *Contribution to society and*
 e) *Social and economic well-being*

The key characteristics/competencies that contribute to success at this level are:

Analytical thinking	Breaks down problems, makes lists of actions/resources required for task or outcome. Recognises cause and effect, implications, prioritises.	Flexibility	Keeps an open mind. Willing to try new ideas. Accepts others point of view. Makes sensible alterations as required.
Challenge and support	Cares for pupils day to day 'well-being.' Expresses positive expectations. Builds self esteem / consistent praise.	Information seeking	Finds out as necessary. Asks questions.
Conceptual thinking	Uses common sense to problem solve. Sees patterns in behaviour, data, situations, makes comparisons and links.	Initiative	Seizes opportunities and sorts out problems. Defuses conflict before it arises. Is decisive as necessary.
Confidence	Demonstrates self confidence in most situations. Actively contributes. Is optimistic. Draws on experience when doing something new or difficult.	Managing pupils	Gets pupils quickly on task, states learning intentions, Recaps and summarises keeps pupils informed, Gives clear instructions. Focuses attention.
Creating trust	Acts reliably, fairly and consistently Applies rewards and sanctions consistently over time. Delivers what is promised.	Passion for learning	Creates an inspiring learning environment. Makes effective use of a range of learning stimuli and experiences which appeal to different styles of learning. Makes classroom attractive, comfortable and stimulating. Shows how, gives clear teaching input about subject. Demonstrates how something is done. Shows what success looks like. Asks questions to encourage pupil participation and assess learning.
Developing potential	Provides structured support for learning. Encourages effort.	Respect for others	Listens actively to pupils and others. Does not interrupt. Shows interest and acknowledges what others say. Values others by behaving in a way that shows people are valued as individuals and for what they do – gives repeated messages about this.
Drive for improvement	Wants to do an excellent job Thoroughly plans delivers and evaluates lessons. Keeps records Seeks to learn.	Team working	Willingly helps and supports others Co-operates and supports colleagues and parents when asked. Shares information – keeps colleagues informed communicates effectively with parents about their children's progress.
Enduring resilience	Generally optimistic about events	Understanding others	Is sensitive to body language works out how people are feeling from non verbal language. Understands the behaviour of others and works out 'mixed messages' saying one thing but doing another.

Specific accountability questions and success criteria of achievement will be negotiated and agreed at the beginning of the annual appraisal cycle.