



Class Teacher Job Description: Sherington Primary School

Job Description

Job purpose including main duties and responsibilities

In addition to the Conditions of Employment for teachers laid down in Part the School Teachers' Pay and Conditions Document 2008, to provide strategic leadership and hold accountability for standards achieved within a given phase and quality order to:

- ★ To support the school's aims and values in providing a happy, orderly and stimulating environment in which children learn effectively and gain the highest possible achievements
- ★ Secure the long-term success of the school by maximising potential through the skills and resources held
- ★ Play a key role, to ensure all children flourish as confident, self-assured learners
- ★ Ensure the school's values, (inc British Values) are actively promoted and adhered to
- ★ To monitor, record and track the progress of each pupil and respond with appropriate strategies for improvement and share these, as appropriate with parents

- ★ To contribute to the development of teaching and learning in the school by sharing good practice and being open to ideas from other colleagues
- ★ To foster good relationships with parents to form a partnership in the education of their children, involving them wherever possible in the learning process

Key Priorities for Sherington Primary School as set out by the Governing Body:

- ★ Outstanding achievement for all pupils
- ★ Ensure all teaching is good or outstanding
- ★ Continue to promote collaborative leadership model
- ★ Continue to build and develop collaborative relationships with other schools

Securing accountability

- ★ Develop a collaborative ethos which enables everyone to achieve common goals
- ★ Take personal responsibility to ensure personal accountabilities are clearly understood. This includes planning, marking and assessment

- ★ Ensure every child has access to high quality teaching and learning and pupil engagement with learning is consistently good or better

Key Accountabilities

Creating the future of Sherington School

- ★ Working with colleagues to promote the strategic vision, values and ethos to pupils, staff, Governors, parents and the wider community
- ★ Establish positive relationships which lead to highly effective communication with colleagues, pupils and parents
- ★ Translate the vision into best practice through innovative planning, teaching and providing high quality learning experiences
- ★ Work with the key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community
- ★ Have high expectations of pupils, including a commitment to ensuring that

they can achieve their full educational potential and to establish fair, respectful, trusting, supportive and constructive relationships with them

★ Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of school policies and practice, including those designed to promote equality of opportunity

★ Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment

★ Be able to evaluate performance and be committed to improving practice through appropriate professional development

★ Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified

★ Know how to identify and support those pupils whose progress, development or well-being is affected by changes or difficulties in their personal

circumstances, and when to refer them to colleagues for specialist support

Professional Skills

★ Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge

★ Design opportunities for learners to develop their literacy, number, computing and thinking and learning skills appropriate within your phase and context

★ Teach challenging, well-organised lessons and sequences of lessons:

a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.

Developing self and working with others

★ Have a good up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies

★ Promote and maintain a culture of high expectations for self and others

★ Know a range of approaches to assessment and formative assessment and understand the role of assessment in helping all pupils make good progress

★ Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders

Managing a subject area (excluding NQTs)

★ Ensure improvement plans reflect the school's priorities and values

★ Ensure plans and policies promote continuous school improvement linked to the school SEF

★ Develop effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve

★ Create an inspiring, professional work environment within the phase team consistent with the school's values and aspirations

★ Put in place effective team communication mechanisms to ensure that all staff are involved in the development plan and are kept informed of key priorities

★ Manage budgets to achieve the schools' educational goals and priorities, and ensure systems are in place for the effective administration and control

★ Use and integrate a range of technologies effectively and efficiently

Strengthening community

★ Work with colleagues to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work and collective worship

★ Create and promote positive strategies for challenging all prejudice

★ Ensure planning takes account of the diversity, values and experience of the school, school grounds and local community

★ Create and maintain effective partnerships with parents, Governors to support and improve pupils' achievements and personal development

★ To support the school through review of the community cohesion plan

★ Continue to promote community cohesion through ensuring the school curriculum continues to meet the diverse needs of all learners

Safeguarding

★ To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the LA and school

Data protection

★ It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems

Health and safety

★ Manage and organise the learning environment within the phase to ensure each classroom reflects the school's high standards and aspirations

★ Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline

★ Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self control and independence of learners

★ Ensuring the safety of all staff and pupils within phase team by co-ordinating risk assessments, planned trips and visits and any school activities with a risk potential. This includes ensuring all staff within phase team are aware of potential risk factors and school procedures for managing risk effectively