

Job Description

Job Title:	Class Teacher
Salary:	Mainscale M1 – M6
Allowances:	Special Educational Needs (Min)

Reporting Relationships

Reporting to: School Leadership Team

Main Purpose

To teach pupils within the school carrying out such other related duties as are reasonably assigned by the Head

General Responsibilities

- To carry out the duties of a school teacher as defined in the current National Conditions of Service Document
- To be responsible to the Headteacher for the education, welfare and development of a designated class of children and for any other assigned group
- To undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job
- To work to fulfil the aims of the school
- To share in the corporate responsibility for the well-being, safeguarding and discipline of all pupils
- To communicate with parents, both formally and informally and in a supportive partnership recognising the value of their partnership in the education of their child
- To share in the curriculum development work of the school and in the maintenance of resources as required
- Any other reasonable duties that the Headteacher may deem appropriate
- All class teachers hold an additional responsibility as a subject leader except in the case of newly qualified teachers who are exempt from subject leadership in their first year of teaching
- To take positive action to improve the quality of teaching and learning throughout the school

Key Duties and Responsibilities

Teaching and Learning

- To teach a designated group of pupils by planning their teaching to achieve progression of learning and to challenge them to perform at their highest level of competence
- To undertake teaching practices in accordance to the relevant policies and practices of the school
- To ensure that pupils receive a personalised education programme to meet individual pupils and group of pupils needs by providing appropriately differentiated learning experiences.
- To use the school curriculum framework as the basis for curriculum planning and to develop incremental steps to pupils learning to facilitate their progression

- To employ structured learning strategies having clear teaching targets, methods of teaching and consistent assessment and evaluation procedures i.e. *IEPs and EHCP*
- To employ specialised teaching strategies that cater for particular groups of pupils, such as those on the autistic spectrum i.e. *TEACCH*, use of *PECS* and other communication systems
- To plan on a short and medium term, such as termly curriculum plans and precise weekly lesson plans
- To deliver national and local strategies in line with school guidelines
- To use a wide range of ICT to enhance teaching and learning across the curriculum and to develop pupils skills and knowledge in this area.
- To promote pupils out of the classroom learning experiences through effective use of the school grounds and the use of weekly educational visits using school minibuses.
- To liaise with specialists such as occupational therapist and speech therapists to plan and implement specific programmes to meet individual pupil needs.

Monitoring, assessment, recording and reporting

- To provide ongoing assessment of pupils achievements and abilities, supporting this with robust and comprehensive record keeping in line with the schools policy ; for example using IEP's to assess pupil's achievement of targets and to inform future learning programmes
- To undertake regular assessment of pupils learning and progress, including ongoing / termly assessment using B-Squared and other assessment tools
- To maintain pupil's online progress records that highlight significant learning achievements and show long term progression in the learning
- To assess designated areas of pupil's abilities such as communication/language, early year's development, sensory perception; as relevant for the pupils in the class.
- To prepare reports for the annual reviews of special educational needs and contribute towards review meetings
- To prepare annual pupil progress reports according to the schools framework and to feedback to parents/carers through designated meetings
- To provide reports, as required, and to represent the school in case reviews and multi-agency meetings
- To meet termly with SLT to discuss pupil progress and for target setting purposes

Classroom management

- To be a leader of a teaching team for a group of pupils
- To maintain an effective teaching team in which support staff have high quality direction and support to enable them to undertake their professional duties at the highest level
- To maintain a high quality and effective teaching environment that accords to the needs of pupils, such as those with an autistic spectrum condition and those with sensory and complex needs
- To demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management which upholds the schools high expectations of pupil behaviour

Curriculum development

- To make a professional contribution to the schools ongoing improvement plan, including moving the curriculum forward to meet changing needs and requirements
- To provide leadership and management in a designated area of the curriculum in order to secure high quality teaching, effective use of resources and high standards in learning and achievement for all pupils.

Professional development

- To demonstrate a commitment to continual professional development by seeking to progress their expertise through training and courses within school and external agencies
- To demonstrate a commitment to the school performance management scheme by working with their reviewer to achieve designated termly / annual pupil and personal targets and undertake appropriate continuing professional development
- To act as a model of good practice, and whenever appropriate, to support staff, in line with the role and responsibility of the post
- To be a reflective and self-evaluating practitioner

Specific Subject Leadership

Have knowledge and understanding of:

- The school's aims, priorities, targets and action plans
- The relationship of the subject to the curriculum as a whole
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for pupils in subject
- The implications of the code of practice for special educational needs and equal opportunities for teaching and learning

Planning and setting expectations

To review subject policy, practices and establish short, medium and long term plans for the development and resourcing of the subject which:

- Are clear about actions to be taken, timescales and criteria for success
- Are understood by all those involved in putting the plans into practice
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching
- Assisting the Headteacher in using relevant data, set targets for improvement

Teaching and Managing Pupils Learning:

- Curriculum coverage, continuity and progression throughout the school and across phases in the subject for all pupils, including those of high ability and those with special educational or linguistic needs.
- Guidance is provided to support staffs' understanding of the sequence of teaching and learning, on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- Consulting with colleagues in curriculum planning and delivery as necessary
- Advising and supporting support staff in effective strategies for assisting children in learning
- Keeping abreast of current requirements and good practice, disseminating relevant information to colleagues, governors and parents, as required
- Contributing to in-service programmes as appropriate
- Procuring, organising and ensuring effective use of resources, taking responsibility for a delegated budget

Assessment and evaluation:

- Establish and implement clear policies and practices for assessing , recording and reporting on pupil achievement and monitor the impact on children’s progress
- Ensure that information about pupils’ achievements in previous classes and schools is used effectively to secure good progress in the subject
- Monitor progress made in achieving subject plans and targets and report regularly to the Headteacher and Governing Body on expectations, targets and achievements in a designated area of the curriculum
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching

Pupil Achievement

- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support these children

Relations with parents and wider community

- Establish a partnership with parents to involve them in their child’s learning of the subject as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community , including business and industry, in order to extend the subject, enhance teaching and develop the pupils’ wider understanding
- Attend co-ordinators’ meetings and liaising with cluster schools across Halton and Merseyside Consortium

Managing own performance and development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school improvement.
- Achieve challenging professional goals
- Take a responsibility for own professional development

Shaw Education Trust and its schools are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff, workers and volunteers to share this commitment.