



# Primary Advantage Federation Job Description Classroom Teacher



<b>Job Title:</b>	<b>Classroom Teacher (St John &amp; St James' C of E Primary School)</b>
<b>Reports to:</b>	Governing Body Executive Principal/Headteacher and Members of Senior Management team
<b>Direct Reports:</b>	Ancillary staff when based in their classroom
<b>Key Contacts - Internal:</b>	Other Teachers within the school, Executive Principal, Headteacher, Assistant Head.
<b>Key Contacts - External:</b>	Church, Local Community, Parents, Agencies relevant to duties.

## Role Summary:

- 1.1** The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition certain particular duties are reasonably required to be exercised, and completed in a satisfactory manner. It is the contractual duty of the class teacher to ensure that his/her professional duties are discharged effectively.
- 1.2** This job description sets out the duties to be undertaken and performed to the satisfaction of the Executive Principal/Headteacher and governing body by the class teacher. The duties set out below relate to the overall class teaching requirements and related expectations of a class teacher.

## Key Tasks and activities:

- 2.1** Within the class: to ensure the full implementation of the National Curriculum Orders for all subjects, or the Foundation Stage content as defined in current DCSF documentation (as applicable to the year group) and in accordance with school policies.
- 2.2** Create a positive, stimulating and innovative environment for learning. Maintain a well organised classroom with appropriate displays, resource areas and materials
- 2.3** Plan and implement a curriculum to meet the needs of all pupils in the class and develop personal and social aspects of learning
- 2.4** Develop effective ways of overcoming barriers to learning and sustain effective teaching through the assessment of learning
- 2.5** To keep under review the methods of planning and delivery of the curriculum, recording pupils' progress and make any required assessments.
- 2.6** To monitor and report the quality of pupil attainment in all subjects to the Executive Principal/Headteacher and governing body
- 2.7** To assist in the selection of resources for the curriculum
- 2.8** Monitor and assess own performance and take a proactive approach to professional development
- 2.9** Effectively manage pupil behaviour, encouraging a high standard of behaviour and mutual respect between pupils and all members of the school community
- 2.10** To promote and facilitate parental involvement in teaching and learning through a shared school/home approach
- 2.11** To work with support staff and other teachers in the classroom to effectively plan for a range of needs and be supportive of and sensitive to the needs of other colleagues

- 2.12 Encourage interaction and teamwork within the school, share ideas and new initiatives and identify new ways of teaching the curriculum. When required, take a leading role in an area of school development
- 2.13 To advise other staff including NQTs, and students on teaching practice, and to assist with inset for staff and governors when required to do so
- 2.14 To work with Hackney LEA on local and national initiatives for all subjects of the National Curriculum.
- 2.15 To work across the federated schools if and when required.

**3 Other Responsibilities**

In addition to undertake such duties of a similar nature as may be reasonably directed by the Executive Principal/Headteacher from time to time.

**Note:** The duties and responsibilities of this post may vary from time to time according to the changing needs of the school. This job description may be reviewed at the discretion of the Executive Principal/Headteacher in the light of those changing requirements and in consultation with the class teacher and governing body.

Date of issue: \_\_\_\_\_

Name of postholder: \_\_\_\_\_

Signature of postholder: \_\_\_\_\_

Signature of Headteacher: \_\_\_\_\_



## Key Skills and Competencies

### 1. Qualifications

#### Essential

- Degree level qualification.
- Postgraduate professional Qualification e.g. Postgraduate Certificate in Education.
- Willingness to continue professional development.

#### Desirable

- QTS (including skills tests)

### 2. Communication

- Applies effective verbal communication skills.
- Presents information and ideas clearly, by using language appropriate to the audience.
- Positively influences the opinions of others through factual discussion.
- Adapts personal style to suit individual situation and needs.
- Creates an environment of trust by delivering on promises.
- Utilises report-writing skills to accurately reflect a situation through positive language.
- Confident in leading staff meetings as appropriate.

### 3. Other Skills Required for Role

- Demonstrates excellent classroom practice
- Exercises flexibility in order to accommodate changes in work priorities.
- Balances tasks and resources in the organisation of a wide range of activities.
- Provides contingencies to deal with the unexpected.
- Thinks clearly and logically in working through a problem making referrals as appropriate.
- Anticipates workload and plans ahead.
- Monitors progress against key performance indicators.
- Enthusiastic and positive attitude.
- Awareness of the needs of children who have a variety of needs.
- Understand the nature of a Church of England Primary School and be willing to teach R.E. and attend collective worship to meet the expectation of the Governing Body.

### 4. Accountability/Freedom to act

- Makes routine decisions based upon guidelines and procedures laid down in the established framework.
- Contributes towards the effective delivery of performance targets, objectives and standards.
- Leads by example in standards of behaviour in the work environment.

### 5. Leadership/Management skills.

- Ability to lead school based projects or developments

## General Comments

The Classroom Teacher within a Primary school teaches classes of approximately 30 children aged 5 - 11 years. To be successful in this role they must readily adapt to constantly changing curriculum, modifying lesson preparation and delivery accordingly. They operate strictly in accordance with the school policies.