



St. John's Highbury Vale CE Primary School
Conewood Street
Islington
London
N5 1DL
Tel: 020 72264906

Class teacher Job Description
(post-induction/main scale teachers)

MPS 1 - 6

To be responsible to: The Executive Headteacher & Head of School

The appointment of a pre-threshold teacher is subject to QTS status and the current conditions of employment for teachers contained in the following documents:

- The School Teachers' Pay and Conditions Document (STCPD)
- Other current legislation

This job description may be amended at any time following discussion between the Headteacher and the member of staff and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- The school improvement plan
- The professional standards for teachers
- Teacher appraisal
- Ofsted's school inspection framework

Part 1: Recruitment

This section sets out the core requirements of the post and will be used to recruit to the post.

General description of the post

The holder of this post is expected to carry out the professional duties of a pre-threshold teacher, as described below, as circumstances may require and in accordance with the school's policies under the direction of the Executive Headteacher and Head of School. The post - holder is required to fully support the vision, ethos and policies of the school.

The post-holder should be able to sustain the professional standards of a teacher for as identified below and carry out any task as reasonably requested by the Headteacher.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

School Improvement Plan Priorities

- To ensure all pupils make good or better progress in the core subjects and that variation of performance between groups of children is minimised.
- To continue to raise the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
- To actively contribute to the school's plans for improving the education of all pupils.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
 - democracy, the rule of law, individual liberty and mutual respect, and
 - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties of a class teacher

- To be responsible for the education and welfare and pupil progress of the class or group assigned to her/him and work within the parameters of all policies and guidelines agreed by the School, Local Authority and Diocese.
- To be responsible for reporting signs of child abuse or neglect and know the procedures that must be followed regarding child protection and safeguarding.
- To ensure a broad and balanced curriculum is delivered which adheres to the school's curriculum framework.
- To ensure that the curriculum offered reflects the multicultural heritage of our pupils and the wider community.
- To contribute to the formation and implementation of the National Curriculum and Religious Education within an inclusive Christian school.
- To promote curriculum continuity, consistency, balance, differentiation and progression; taking into consideration pupils' prior attainment, individual educational plans, pupils who have English as an additional language and gifted and talented pupils.
- To follow the school's assessment and recording systems and be able to use assessment data effectively to set clear targets in order to raise attainment and achievement and ensure maximum progression for all pupils.
- Collecting, analysing and reporting on pupils' views of their learning.
- To undertake responsibility for devising Individual Educational Plans for pupils with Special Educational Needs and/or disabilities and gifted and talented pupils in collaboration with the Inclusion Manager.
- To set a high standard of display of pupils' work in the classroom and shared common areas of the school.
- Helping colleagues to create a stimulating learning environment for teaching and learning.
- Using own practice as an example of good teaching.
- Evaluating their own teaching critically to improve effectiveness.
- Managing effectively additional adults in the classroom to promote effective learning for all pupils,
- To promote and facilitate parental involvement in the learning and teaching through a shared school/home approach.

- To work as part of a team within the school.
- To participate in the corporate life of the school.
- Share the responsibility of implementing and promoting the School's Equal Opportunity Scheme.
- To be aware of the need for ongoing professional development and to undertake regular in-service training, including taking responsibility for own training needs.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Make every effort to foster good relationships with all children, parents, Governors and staff.
- To carry out any task as reasonably requested by the Headteacher.

1. Pupil Achievement and Standards

Standards

Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study. (2)

Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (5)

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.

- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (6)

Performance Expectations

- Works with the whole school to ensure that pupils have a conscientious attitude towards learning and work hard at all times.
- Attends termly pupil progress meetings and is able to talk accurately and in detail about each pupil's progress.
- Is a leading teacher in the team for understanding the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities.
- Works in collaboration with the Inclusion Manager and outside agencies to ensure the needs of all pupils are met.
- Takes responsibility for delivering individual educational plans for pupils with Special educational needs and or disabilities and gifted and talented pupils in collaboration with the Inclusion Manager.
- Consistently makes secure and accurate assessments of pupils' competencies and progress.
- Is highly effective in using assessment in lessons.
- Is an effective teacher in providing feedback to pupils and giving them opportunities to respond to the feedback.
- Ensures all pupils taught know their own capabilities and can track their own progress through effective feedback both oral and written. (for example: Next step marking and target cards.)

2. The quality of provision

Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies. (3)

Plans and teaches well-structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend

the knowledge and understanding pupils have acquired.

- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s). (4)

Performance Expectations

- Is a source of updating pupils knowledge as well as supporting others in the way to update knowledge
- Supports others in developing ways to encourage pupils to appreciate and be interested and engaged in their learning.
- Prepares and delivers consistently good and outstanding lessons.
- Implements targets for improvement following observations and pupil progress meetings, into the teaching and learning in the classroom.
- Is a role model for teachers in promoting pupils' love of learning and their intellectual curiosity.
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches
- Provides a curriculum that is challenging and stimulating, allowing opportunities for independent learning.
- Differentiates the curriculum effectively to reach the needs of children with EAL and complex learning needs who may require a multi-sensory curriculum.
- Provides expertise and suggestions for improvement of the curriculum and is a leader of learning of a given subject area as directed by the Headteacher.

3. Behaviour and safety of pupils

Standards

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and

act decisively when necessary. (7)

Performance Expectations

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Adheres to the school's positive behaviour policy.
- For children with emotional behaviour difficulties; to adhere to the pupil's personalised behaviour management programme.
- Is a role model for adopting high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for.

4. Leadership and Management

Standards

Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being. (8)

Performance Expectations

- Is a lead teacher in partnership work with other colleagues, within the school and outside as directed by the Headteacher
- Actively seeks ways to engage outside agencies in the learning and teaching process to enhance learning opportunities for pupils.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.
- Is a lead teacher in working effectively with parents.
- Supports others in working effectively with families.

In addition to the specific duties above, the class teacher will:

- Carry out any task as reasonably requested by the Headteacher.
- Committed to working within a Church of England School and within the framework and guidance given by the Local Authority and the London Diocesan Board of Education.
- To have responsibility for the development of a curriculum area or whole school focus as directed by the Executive Headteacher/Head of School.

EXECUTIVE HEADTEACHER/HEAD OF SCHOOL		PRE-THRESHOLD TEACHER	
	DATE		DATE

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