

JOB DESCRIPTION

POST: Classteacher
SCHOOL: Deke Academy

Job Purpose

To carry out the professional duties of a teacher, teaching all areas of the primary curriculum in accordance with the standards contained in the current School Teachers' Pay and Conditions Document and in accordance with the school's policies and under the direction of the Heads' of School.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Take responsibility for the good or better progress of your pupils through;

- setting appropriate and demanding expectations;
- setting tasks which challenge pupils and ensure high levels of interest, motivating pupils with enthusiastic, imaginative presentations;
- identifying clear learning objectives, specifying how they will be taught and assessed;
- ensuring effective teaching and best use of available time;
- evaluating own teaching critically to improve effectiveness;
- setting clear targets, building on prior attainment;
- maintaining behaviour for learning in accordance with the school's procedures and encouraging good practice with regard to attendance, punctuality, behaviour, standards of learning and home learning;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- using a variety of teaching methods to:
 - ✓ match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - ✓ use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
 - ✓ select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- identifying and differentiating for SEN, EAL and very able pupils;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;
- taking part in school events and activities which may take place at weekends or in the evening;
- planning, preparing and presenting lessons that cater for the needs of the whole ability range within their class;
- organising the classroom and learning resources to create a positive learning environment;
- working with parents and school governors to maximise their involvement in the school and the development of resources for the school.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of pupils as requested by examination bodies, departmental and school procedures;
- providing informative, accurate feedback to parents on a pupil's progress at parents' evenings and other meetings;

Curriculum Development

- have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance; coordinating activities and resources within a specific area of the curriculum, and supporting colleagues in the delivery of this specialist area;
- staying up to date with changes and developments in the structure of the curriculum;
- contribute to the whole school's planning activities, working with others to plan and coordinate work.

Key Skills Required:

- Time Management
- Communication
- Patience and motivation
- Dedication and self-discipline
- Leadership
- Good judgement
- Creativity
- Organisation and administration
- Classroom and behaviour management
- Forming positive relationships with pupils and staff
- Networking

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken will not be identified. Employees will be expected to comply with any reasonable request from a senior leader to undertake work of a similar level that is not specified in this job description.

This job description should be read in conjunction with the clarification notes on the exercise of professional duties for all teachers, other than head teachers', contained within Parts XI and XII of the School Teachers' Pay & Conditions Document.

This job description may be amended at any time following discussion between the Heads of School and member of staff, and will be reviewed annually.

CASTLE Trust and its schools are committed to safeguarding and promoting the welfare of all pupils and we expect all staff and volunteers to share this commitment. Any offer to successful candidates will be conditional upon receipt of references satisfactory to the Heads of Schools and a clear Enhanced Disclosure from the Disclosure & Barring Service.

PERSON SPECIFICATION

Qualifications:

- first or master's degree or equivalent in an appropriate subject area is essential;
- recognised teaching qualification is essential.

Personal skills:

Ability to

- set high standards which inspire, motivate and challenge pupils;
- establish a safe and stimulating environment for pupils, rooted in mutual respect;
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- be accountable for pupils' attainment, progress and outcomes;
- be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these;
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- guide pupils to use innovative approaches to teaching and learning;
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings;
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English;
- impart knowledge and develop understanding through effective use of lesson time;
- contribute to the design and provision of an engaging curriculum;
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- demonstrate 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;
- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback;
- have 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them;
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to pupils' achievements and well-being.

Personal qualities:

- professionalism, honesty and integrity;
- strong subject knowledge and willingness to meet with new ideas and challenges;
- dependability and punctuality;
- dedication and enthusiasm;
- energy and resilience;
- confident, perceptive and approachable;
- innovative, creative and flexible;
- committed, resourceful and tenacious;
- excellent organisational skills;
- polite, firm and fair with a sense of humour.

Professional Standards:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

Child Welfare and Safety:

It is the responsibility of a class teacher to promote and safeguard the welfare of all pupils for whom s/he is responsible, or with whom s/he comes into contact.

Class teachers will adhere to and ensure compliance with the School's Child Protection Policy Statement at all times.

If a Class teacher becomes aware of any actual or potential risks to the safety or welfare of any child in the School, s/he must report their concerns to the Heads of School immediately.



Signed:

Post Holder

Date:

Head of School

Date: