



BROOK INFANT SCHOOL
AND NURSERY

Job Description for Classroom Teacher

1. Title and Grade of Post: Full Time Classroom Teacher

Date of commencement: September 2024

2. Purpose and Scope of the Job

- ✓ To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Headteacher.
- ✓ To co-ordinate and manage administrative aspect(s) of school in order to promote the smooth and efficient running of the school generally. To be negotiated with the Headteacher.

3. Applicable Contract Terms and Duties

This job description is to be performed in accordance with the current Teacher's Pay and Conditions policy and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade.

The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book') and to locally agreed conditions of employment to the extent that they are incorporated in the postholder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

Relationships

- ✓ The postholder is responsible to the Headteacher for his/her teaching duties and responsibilities and for teaching tasks.
- ✓ The postholder may be responsible for the supervision of the work of classroom assistants or students.
- ✓ Relevant to his/her responsibilities.
- ✓ The postholder is responsible for maintaining good and supportive relationships with colleagues in school and working collaboratively with others as a member of a team.

Class teaching Responsibilities

Professional Values and Practice

- ✓ Have high expectations of all pupils; respect their social; cultural, linguistic, religious and ethnic backgrounds; and committed to raising their educational achievement.
- ✓ Treat pupils consistently, with respect and consideration, and show concern for their development as learners.
- ✓ Demonstrate and promote positive values, attitudes and behaviour.
- ✓ Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.
- ✓ Contribute to, and share responsibly in, the corporate life of school.

- ✓ Understand the contribution that support staff and other professionals make to teaching and learning.
- ✓ Develop own teaching, by evaluating it, learning from the effective practice of others and from evidence.
- ✓ Be aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

Knowledge and Understanding

- ✓ Know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook
- ✓ Be aware of the expectations, typical curricula and teaching arrangements in the Key Stage or phases before and after the ones trained to teach.
- ✓ Understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
- ✓ Know how to use ICT effectively, both to support teaching and learning and to support wider professional role.
- ✓ Understand the teacher's responsibilities under the SEN code of Practice, and know how to seek advice from specialists on less common types of special educational needs.
- ✓ Know a range of strategies to promote good behaviour and establish a purposeful learning environment.

Teaching

Planning, Expectations and Targets

- ✓ Set challenging teaching and learning objectives which are relevant to all pupils. These should be based on knowledge of:
 - The pupils
 - Evidence of their past and current achievement
 - The expected standards for pupils of the relevant age range
 - The range and content of work relevant to pupils in that age range.
- ✓ Use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will access pupils' learning.
- ✓ Take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.
- ✓ Select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- ✓ Take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, plan for the deployment of additional adults who support pupils' learning.
- ✓ As relevant to the range you are trained to teach, be able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment based settings, with the help of other staff where appropriate.

Monitoring and Assessment

- ✓ Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve your own planning and teaching.
- ✓ Monitor and assess as you teach, giving immediate and constructive feedback to support pupils as they learn. Involve pupils in reflecting on, evaluating and improving their own performance.
- ✓ Assess pupils' progress accurately using, as relevant, the Early Years Foundation Stage Early Learning Goals & Profile, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from national strategies.
- ✓ Identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.

- ✓ Record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. Use this to help pupils review their own progress and to inform planning.
- ✓ Be able to use records as a basis for reporting on pupils' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, and other professionals and pupils.

Teaching and Class Management

- ✓ Have high expectations of pupils and build successful relationships, centred on teaching and learning.
- ✓ Establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- ✓ Can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which you are trained.
- ✓ Can teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - ✓ Make learning objectives clear to pupils;
 - ✓ Employ interactive teaching methods and collaborative group work;
- ✓ Promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.
- ✓ Can differentiate teaching to meet the needs of pupils, including the more able and those with special educational needs.
- ✓ Can take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.
- ✓ Can organise and manage teaching and learning time effectively.
- ✓ Can organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- ✓ Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline to anticipate and manage pupils' behaviour constructively, and promote self-control and independence.
- ✓ Can use ICT effectively to support teaching.
- ✓ Can take responsibility for teaching a class or classes over a sustained and substantial period of time.
- ✓ Can provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- ✓ Can work collaboratively with specialist teachers and other colleagues and, manage the work of teaching assistants or other adults to enhance pupils' learning.
- ✓ Can recognise and respond effectively to equal opportunities issues as they arise in the classroom, including challenging stereotyped views, and challenging bullying or harassment, following relevant policies and procedures.