

Job Description Classroom teacher - Main Scale	
<b>Role Summary:</b> To carry out, as directed by the Head Teacher, the professional responsibilities of a main school teacher as set out in the current School Teachers' Pay and Conditions document and the Professional Standards for Teachers.  The Pay and Conditions Act 1987 lists the duties to be included in all Job Descriptions for teachers.	
<b>PROFESSIONAL ATTRIBUTES:</b>	<p><u><i>Relationships with children and Young People</i></u></p> <ul style="list-style-type: none"> <li>• To demonstrate high expectations of children and young people including a commitment to ensuring they can achieve their full potential and to establish fair, respectful, supportive and constructive relationships with them.</li> <li>• To hold positive values and attitudes and adopt high standards of behaviour in their professional role.</li> </ul> <p><u><i>Frameworks</i></u></p> <ul style="list-style-type: none"> <li>• To maintain an up-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of the workplace, including those designed to promote equality of opportunity.</li> </ul> <p><u><i>Communicating and working with others</i></u></p> <ul style="list-style-type: none"> <li>• To communicate effectively with children and colleagues.</li> <li>• To communicate effectively with parents and carers conveying timely and relevant information about attainment, objectives, progress and well-being of children.</li> <li>• To recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and to raising their levels of attainment.</li> <li>• To have a commitment to collaboration and co-operative working where appropriate.</li> <li>• To evaluate their performance and be committed to improving their practice through appropriate professional development.</li> <li>• To have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.</li> <li>• To act upon advice and feedback and be open to coaching and mentoring.</li> </ul>
<b>PROFESSIONAL KNOWLEDGE AND UNDERSTANDING:</b>	<p><u><i>Teaching and Learning</i></u></p> <ul style="list-style-type: none"> <li>• To have a good up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</li> </ul> <p><u><i>Assessment and Monitoring</i></u></p> <ul style="list-style-type: none"> <li>• To know the assessment requirements and arrangements for the subject/curriculum areas they teach, including those relating to public examinations and qualifications.</li> <li>• To know a range of approaches to assessment, including the importance of formative assessment.</li> <li>• To know how to use local and statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</li> <li>• To know how to use reports and other sources of external information in relation to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment,</li> </ul>

	<p>progress and areas for development including action plans for improvement.</p> <p><u><i>Subjects and Curriculum</i></u></p> <ul style="list-style-type: none"> <li>• To have a secure knowledge and understanding of the curriculum and related pedagogy including: the contribution that their curriculum areas can make to cross-curricular learning; and recent relevant developments.</li> <li>• To know and understand the relevant statutory and non-statutory curricula and frameworks for their curriculum areas and other relevant initiatives across the age and ability range they teach.</li> </ul> <p><u><i>Literacy, Numeracy and ICT</i></u></p> <ul style="list-style-type: none"> <li>• To know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.</li> </ul> <p><u><i>Achievement and Diversity</i></u></p> <ul style="list-style-type: none"> <li>• To understand how children develop and how they progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic differences.</li> <li>• To know how to make effective personalised provision for those they teach, including those whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</li> <li>• To understand the roles of colleagues such as those who have specific responsibilities for learners with Special Educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.</li> <li>• To know when to draw on the expertise of colleagues, such as those with responsibility for safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.</li> </ul> <p><u><i>Health and Well-being:</i></u></p> <ul style="list-style-type: none"> <li>• To know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</li> <li>• To know the local arrangements for safeguarding of children and young people.</li> <li>• To know how to identify potential child abuse or neglect and follow safeguarding procedures.</li> <li>• To know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</li> </ul>
<b>PROFESSIONAL SKILLS:</b>	<p><u><i>Planning</i></u></p> <ul style="list-style-type: none"> <li>• To plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a series of lessons informed by secure curriculum knowledge.</li> <li>• To design opportunities for learners to develop their Literacy, Numeracy, ICT and thinking and learning skills appropriate within their phase and context.</li> </ul>

- To plan, set and assess homework, other out of class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

#### Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take into practical account of diversity and promote equality and inclusion.
- To build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- To develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- To adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- To manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
- To teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

#### Assessing, Monitoring and Giving Feedback

- To make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- To provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- To use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

#### Reviewing, Teaching and Learning

- To review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches when necessary.
- To review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

#### Learning Environment

- To establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and the school.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning out-of-school contexts.

	<ul style="list-style-type: none"> <li>• Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.</li> <li>• Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.</li> <li>• To promote learners' self-confidence, independence and cooperation through developing their social, emotional and behavioural skills.</li> </ul> <p><u>Team Work and Collaboration</u></p> <ul style="list-style-type: none"> <li>• To work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.</li> <li>• To ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.</li> </ul>
<u>General</u>	<ul style="list-style-type: none"> <li>• To always promote the safeguarding and welfare of children and adults in Poulton Lancelyn Primary School.</li> <li>• To ensure awareness of all school policies and procedures in relation to Safeguarding particularly in relation to Child Protection.</li> <li>• To report all causes for concern in relation to Safeguarding matters to the Designated Safeguarding Lead.</li> <li>• To ensure the safety of all pupils within the Poulton Lancelyn Primary School learning environment both indoor/outdoor and off site as appropriate.</li> <li>• To carry out risk assessments in conjunction prior to activities.</li> <li>• To follow all policies, procedures and practices in relation to GDPR as determined by Poulton Lancelyn Primary School and Oak Trees Multi-Academy trust.</li> <li>• To undertake any professional duties delegated by the Headteacher or the Governing Body.</li> </ul>

Reviewer		Staff Member	
	Date:		Date: