

# Job Description For Class Teachers

## 1. DIRECTLY RESPONSIBLE TO:

The Headteacher

## 2. MAIN PURPOSE OF JOB AND PRINCIPAL ACCOUNTABILITIES:-

### (1) Liaison and Co-operation

The teacher will work in liaison, contact and co-operation with :

- other members of staff
- members of Borough support and advisory services
- organisations and networks relevant to the teacher's specialism or subject
- parents, governors and the local community

### (2) Policy and Legal Framework

The teacher will work within the framework of:

- National legislation, including Education Acts from 1994 to 1986, and the Schoolteachers Pay and Conditions Document (STPCD) 2006 (and any subsequent legislation)
- school policies and guidelines on the curriculum and school organisation

### (3) Tasks and Duties

The STPCD lists the duties to be included in all Job Descriptions for teachers. The following statement is intended to incorporate all the duties itemised in Schedule 3 of the Act, and any subsequent statutory instruments made under the Act.

The tasks and duties listed below are required for all teachers. These may be reviewed at least once a year, usually in the Summer Term.

#### (i) Planning

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class

#### (ii) Setting and supervising work by pupils

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere.

#### (iii) Marking and recording

To mark and assess pupils' work and to record their development, progress and attainment, both at school and elsewhere

#### (iv) Discipline and relationships

To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

#### (v) Communication with parents

To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

#### (vi) The classroom and school environment

To maintain an attractive and stimulating classroom environment, and to contribute to displays in the school as a whole.

**(vii) Overall policy and review**

To take part in whole-school reviews of policy and aims, and in the revision formulation of guidelines.

**(viii) Reports**

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils.

**(ix) Review**

To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.

**(x) Professional development**

To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the headteacher.

**(xi) Corporate Life**

To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.

**(xii) Cover**

To supervise, and in so far as practicable to teach any pupil whose teacher is absent. These requirements will be set within the framework set by the expectations of the National Agreement.

**(xiii) Performance management**

To participate in arrangements made in accordance the performance management regulation for the evaluation of one's own performance and that of other teachers.

**(xiv) Staff meetings**

To participate in meetings at the school which relate to the curriculum, pastoral and organizational aspects of the school.

**(xv) Equality policies**

To help ensure that subject-matter and learning resources reflect Borough and school policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all the tasks and duties listed in (i) - (xiv) above.

# SHORTLISTING & PERSON SPECIFICATION

## PRIMARY TEACHER

All the criteria in the following list will be used at the interviews, but only those which are starred \* will be used at the shortlisting.

	METHODS OF ASESMENT	
	Application Form	Interview
<b>GENERAL BACKGROUND</b>		
1. First degree and PGCE or B Ed / B.A. (with QTS) or QTS via employment based route.	*	*
2. Training in and experience of the age range applying for.	*	*
<b>TEACHING &amp; LEARNING</b>		
3. Experience and evidence of consistently good/outstanding teaching.	*	*
4. Understanding of the principles of successful curriculum organisation at classroom level.		*
5. Knowledge & understanding of providing effective learning strategies to meet individual needs.		*
6. Understanding of the requirements of the National Curriculum.	*	*
7. Understanding how pupils with special educational needs may be integrated in the classroom.	*	*
8. Understanding of good classroom management including strategies for promotion of pupils' behaviour and motivation in the classroom.	*	*
<b>INCLUSION PRACTICES</b>		
9. Evidence of empathy with national and local policies regarding equal opportunities and their implementation.	*	*
10. Commitment to the importance of parental and local community involvement		*
11. Awareness of how to implement such policies in classroom practice.	*	*
<b>SKILLS / ABILITIES</b>		
12. Skills in effective communication, both written and oral, to a range of audiences.	*	*
13. Ability to effectively incorporate ICT in the curriculum and to support learning.	*	*
14. Ability to record, track and promote children's progress & data effectively.	*	*
15. Ability to work under pressure whilst maintaining a sense of humour.		*