

# LAKENHEATH COMMUNITY PRIMARY SCHOOL

## JOB DESCRIPTION

**Name:**

**Post Title and Grade:** Class teacher, subject leader

**Purpose of the post:** To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Headteacher.

**Applicable Contract Terms and Duties:**

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document 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.

The following job description is intended to be a guideline and a working document subject to negotiated change between the head teacher and the member of staff concerned.

**Date Effective:**

**Date of Review:**

**Signed**\_\_\_\_\_

**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 relevant to his/her responsibilities.

The job described below is to be undertaken and performed to the satisfaction of the Headteacher and Governors of the Postholder.

Job description (Professional Standards) for all teachers (C) and Post Threshold teachers (P)

## **1. Professional attributes**

### **Relationships with children and young people**

**C** Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

### **Frameworks**

**C** Maintain an up-to-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 their workplace, including those designed to promote equality of opportunity.

**P** Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

### **Communicating and working with others**

**C** (a) Communicate effectively with children, young people, parents and colleagues.  
(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.  
c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

**C** Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

**C** Have a commitment to collaboration and co-operative working where appropriate.

### **Personal professional development**

**C** Evaluate their performance and be committed to improving their practice through appropriate professional development. Reflect on performance and make the necessary changes for improvement.

**C** Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

## **2. Professional knowledge and understanding**

### **Teaching and Learning**

**C** 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.

**P** Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

### **Assessment and monitoring**

**C** Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

**P** Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

**P** Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs

**C** Know a range of approaches to assessment, including the importance of formative assessment.

**C** Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

**C** Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

### **Subjects and Curriculum**

**C** Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments

**P** Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

### **Literacy, numeracy and ICT**

**C** Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

### **Achievement and diversity**

**C** Understand how children and young people develop and how the progress, rate of development and well-being of developmental, social, religious, ethnic, cultural and linguistic influences.

**C** Know how to make effective personalised provision for those they teach, including those for 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.

**C** Understand the roles of colleagues such as those having 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.

**C** Know when to draw on the expertise of colleagues, such as those with responsibility for the 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.

## **Health and well-being**

**C** Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

**C** Know the local arrangements concerning the safeguarding of children and young people.

**C** Know how to identify potential child abuse or neglect and follow safeguarding procedures.

**C** 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.

**P** Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

## **3. Professional skills**

### **Planning**

**C** Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

**P** Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating

**C** Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

**C** Plan, set and assess homework, other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.

### **Teaching**

**C** Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.

(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.

(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.

(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

(e) 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.

**C** Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

**P** Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally

## **Assessing, monitoring and giving feedback**

**C** 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.

**C** Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

**C** Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

**C** 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**

**C** Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

**C** Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

## **Learning environment**

**C** (a) 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 to the school.

(b) Make use of the local arrangements concerning the safeguarding of children and young people.

(c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.

**C** (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

(b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

**C** Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

## **Team Working and Collaboration**

**C** 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.

**P** Promote collaboration and work effectively as a team member

**C** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

**P** Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

## **Subject Leader**

### **Strategic Direction and Development of the Subject (with the support of, and under the direction of, the head teacher and senior leadership team)**

- develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives;
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan;
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

### **b) Teaching and Learning**

- use your own class as an example of high quality teaching and learning in the subject;
- ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development/improvement plan;
- establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data;
- evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- develop effective links with the local community including parents, business and industry;
- ensure that teachers are aware of the implications of equality of opportunity which the subject raises.

### **c) Leading and Managing Staff**

- enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- ensure that the head teacher, SLT and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development/improvement plan.

### **d) Effective Deployment of Resources**

- support the head teacher by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- support the head teacher by maintaining efficient and effective management of the expenditure for the subject;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- take on any additional responsibilities which might from time to time be reasonably determined.

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_