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| Job Description | |
| Job Title: Class Teacher | Grade: Main Scale |

# PRINCIPAL ACCOUNTABILITIES

1. Responsibility for promoting and safeguarding the welfare of children and young people they are responsible for, or come into contact with.
2. Delivering and maintaining the effective implementation of school policies, schemes of work and related practice for all subjects but with particular emphasis on literacy and numeracy.
3. To oversee the continued care and welfare of pupils within your designated class.
4. To plan, prepare, deliver and assess lessons that enable each individual pupil to succeed.
5. To assist in building and maintaining positive relationships between parents, governors, the local community and the school.
6. To oversee the delivery of an effective curriculum throughout the school leading to high expectations and standards. A comprehensive list of key tasks is available from the school.
7. To take on the leadership of a curriculum area.
8. To be aware of health and safety issues and work within the guidelines of the Health and Safety Policy.

The list of duties in the job description should not be regarded as exclusive or exhaustive.

There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

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| Person Specification | |
| Job Title: Class Teacher | Grade: Main Scale |

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| **ESSENTIAL CRITERIA** | |
| **Job Related Education and Qualifications and Knowledge** | **Qualifications and Professional Knowledge**   * Qualified Teacher Status (QTS). * Professional Teaching Qualification. * At least 3 years teaching experience within Key Stage 1. * Thorough understanding of the Year 2 curriculum, including assessment and age-appropriate pedagogy. * Expertise in teaching phonics, with a solid understanding of systematic synthetic phonics programs. * Strong knowledge of early reading strategies to support children in developing fluency, comprehension, and a love of reading. |
| **Experience** | **Classroom and Behaviour Management**   * Proven ability to implement consistent and effective behaviour management strategies. * Skilled in using de-escalation techniques to manage challenging behaviour calmly and constructively. * Commitment to fostering a positive, inclusive, and safe learning environment where all children can thrive. * Familiarity with behaviour management frameworks or restorative practices. * Experience working with children with additional needs, such as SEND, SEHM or EAL. |
| **Skills / Abilities** | **Relationship Building**   * Demonstrated ability to build strong, trusting relationships with pupils, recognising and valuing their individual strengths and needs. * Empathy and emotional intelligence to support pupils' social and emotional development. * Ability to create a classroom culture of respect, collaboration, and high expectations.   **Teaching and Learning**   * Experience in delivering engaging, adapted learning to meet the diverse needs of learners. * Commitment to high standards of teaching and raising attainment in phonics, reading, mathematics and across the curriculum. * Skilled in using formative and summative assessments to monitor pupil progress and inform next steps in learning. * Creativity and flexibility in adapting teaching approaches to inspire and motivate all pupils. * Skilled in establishing a learning environment that will enable children to maximise their full potential.   **Communication and Collaboration**   * Excellent communication skills to build positive relationships with parents/carers, colleagues, and external agencies. * Commitment to working collaboratively with colleagues to support whole-school priorities. * Ability to involve families in their children’s learning and provide regular, constructive feedback. |
| **Personal Qualities** | **Personal Attributes**   * Resilience, patience, and a calm demeanor, particularly in managing challenging situations. * Enthusiasm for teaching and a passion for making a difference in children’s lives. * Strong organisational skills and the ability to manage time effectively to meet deadlines. * Reflective practitioner committed to professional development and embracing new ideas to enhance teaching and learning. |
| **Equalities/Safer Recruitment** | * To be able to demonstrate a commitment to the principles of Equalities and Inclusion and to be able to carry out duties in accordance with the Council’s Equalities & Inclusion Policy. * Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with children and young people. * Demonstrate emotional resilience in working with challenging behaviours. |