**Aldrington CE Primary School**

 **JOB DESCRIPTION FOR CLASS TEACHER**

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| **Aldrington vision and values:** |
| **Governors and all staff work together at Aldrington with the same vision which, along with our six values of love, integrity, responsibility, achievement, community and respect, underpins all we do:***Together we are Learning God’s Way, teaching children how they should live, so that they will remember it all their lives. We actively seek to equip each unique individual with resilience and the skills and knowledge that allow them to flourish in their learning and achieve their God-given potential.* |
| **Main purpose of the job:** |
| To carry out all duties and responsibilities of a teacher as set out in the current School Teachers’ Pay and Conditions Document, meeting the educational and pastoral needs of the children in the class assigned and helping to deliver the priorities identified in the School Development Plan. In line with the Teachers’ Standards 2012, teachers at Aldrington make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. |
| **Professional responsibilities:** |
| **1. Teaching, learning, assessment and achievement*** 1. To have overall responsibility as class teacher for each child’s wellbeing and academic progress, as well as their spiritual, moral, social and cultural development;
	2. To create a supportive, orderly and focused learning environment which positively promotes high standards and celebrates pupil achievement;
	3. To plan and teach lessons and sequences of lessons, in line with the school’s curriculum, schemes of work and planning formats, providing children with learning opportunities which are stimulating, challenging and purposeful and which reflect the school’s ethos;
	4. To ensure that planned activities are compatible with the learning objectives and are suitably challenging and differentiated so as to enable all pupils to learn effectively, including the most able, disadvantaged pupils and those with special educational or English language needs;
	5. To have high expectations for pupils’ attitudes to learning, standard of work and presentation at all levels, developing their skills to learn effectively and with increasing independence;
	6. To keep current records and evidence of children’s attainment and their progress towards individual targets and carry out regular assessments as laid out in the school’s assessment schedule, sharing any concerns that are indicated with the senior leadership team;
	7. To use analysis of assessment data to inform teaching and to diminish differences in progress and attainment between identified groups;
	8. To mark and give feedback on children’s work in a constructive way, according to the school’s agreed guidelines and write reports for each child annually or when they leave school;
	9. To participate in meetings with parents and carers concerning pupil progress, behaviour and well-being, ensuring that parents are well informed about their child’s learning;
	10. To actively contribute towards the formulation, implementation and review of plans for pupils with additional needs within the class and liaise with the inclusion team within school and with external agencies and professionals, as appropriate;
	11. To organise furniture and resources so that children are able to access everything they need and return items independently and to ensure classrooms, designated areas and shared equipment are kept tidy and ready for use;
	12. To ensure that displays in the classroom and other designated areas are relevant and regularly changed to reflect and support children’s ongoing learning (e.g. working walls) and to celebrate achievement;
	13. To supervise children on educational visits and other educational opportunities outside school, including residential trips, unless there are specific mitigating circumstances.
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| 1. **Leadership and management**
	1. To manage and direct the work of teaching assistants assigned to work with children in the year group and any parent helpers or volunteers;

**For those who have completed their induction year as a newly qualified teacher*** 1. To oversee and mentor the work of student teachers on placement as agreed;
	2. To lead and manage an aspect of the curriculum or pupil development to secure co-ordinated outcomes across the whole school (see job description outlining responsibilities of subject leader).
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| 1. **Professional Development and Accountability**
	1. To be self-reflective about own practice and to participate in annual performance review and target agreement, in accordance with the school’s Performance Management Policy;
	2. To attend staff and local cluster meetings, professional development opportunities and training linked to school development plan priorities, being prepared to give feedback to other staff as necessary;
	3. To be conversant with all child protection and safeguarding, health and safety, attendance and emergency policies and procedures and report any concerns in line with these;
	4. To take responsibility for promoting and safeguarding the welfare of all children at Aldrington and particularly those in the class, referring and recording any issues at home or school which may affect the wellbeing or performance of a child, in line with policy;
	5. To advise the line manager the evening before (or by 7.30am at the very latest) if he/she is expecting to be away from school for sickness or any other reason and also make contact before 3.00pm on the day of absence.
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| 1. **Aldrington community**
	1. To contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support Aldrington’s values and vision;
	2. To collaborate and work with colleagues and other relevant professionals within and beyond the school to secure pupil achievement, progress and well-being and to establish and embed whole school initiatives;
	3. To be responsible for good order and discipline at all times and with any group of children in the school in accordance with the schools’ Behaviour and Attitudes Policy, being also responsible for playground duty according to school policy and undertaking occasional extra duties as required;
	4. To prepare class and key stage assemblies in line with the school’s Collective Worship Policy;
	5. To encourage families to be active partners in the school and foster effective home-school communication;
	6. To make a positive contribution to the wider life and ethos of the school with whole school events, links with local churches, governors and the wider community and other opportunities beyond the classroom, in line with personal strengths and interests and/or areas of responsibility.
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and may be amended following discussion with the Headteacher.

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# **Person Specification: Early Years Class Teacher (maternity leave)**

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|  | Essential | Desirable |
| Qualifications | Qualified Teacher status | Evidence of continuous INSET and commitment to further professional development |
| Experience | The Class Teacher should have experience of:* teaching within the Early Years phase in a school setting;
* working effectively in a team.
* working in partnership with parents.
 | In addition, the Class Teacher might have experience of:* teaching across the whole Primary age range;
* working in partnership with colleagues from other schools.
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| Knowledge and understanding | The Class Teacher should have knowledge and understanding of:* the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);
* the Early Years Foundation Stage Curriculum;
* the monitoring, assessment, recording and reporting of pupils’ progress for EYFS;
* the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection/Safeguarding;
* the positive links necessary within school and with all its stakeholders;
* effective teaching and learning styles which meet the needs of all children;
* how to foster a positive approach to promote learning and excellent behaviour.
 | In addition, the Class Teacher might also have knowledge and understanding of:* the administration of Reception Baseline Assessment 2021.
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| Skills | The Class Teacher will be able to:* promote the school’s ethos and aims positively, and use effective strategies to monitor motivation and morale;
* be a positive role model for the children;
* develop good personal relationships within a team;
* establish and develop close relationships with parents/carers, governors and the community;
* encourage parents/carers to participate fully in their child’s education;
* communicate effectively (both orally and in writing) to a variety of audiences;
* create a happy, ordered, challenging, stimulating and effective learning environment where all children are encouraged to reach their full potential.
 | In addition, the Class Teacher might also be able to:* develop strategies for creating community links.
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| Personal characteristics | * Supportive of the school’s Christian ethos
* Passionate about learning and teaching
* Displays warmth, care and sensitivity in dealing with children
* Approachable
* Ability to work flexibly
* Committed and hard working
* Enthusiastic
* Open minded, self evaluative and adaptable to changing circumstances and new ideas
* Ability to motivate self and others
* Calm under pressure
* Well-organised
* Patient
* Ability to maintain a good sense of humour
* Willing to engage in the wider life of the school e.g. becoming involved in extracurricular activities
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