Job Description: Class Teacher

Year Groups: EY, KS1, KS2
Department: Primary
Reports to: Headteacher / Deputy Headteacher / Phase Leader
Responsible for: The learning, progress, attainment, wellbeing and personal development of pupils within the assigned class.

1. Job Purpose

To provide high-quality teaching and learning that enables all pupils to make strong progress, achieve their potential and develop the knowledge, skills and attitudes necessary for successful transition to next phase of their learning.

The postholder will plan and deliver an ambitious, inclusive and engaging curriculum in line with the National Curriculum, school policies and agreed schemes of learning. They will use assessment evidence and pupil performance data to identify strengths, address gaps in learning, inform teaching and improve outcomes

2. Key Duties and Responsibilities

A. Teaching, Learning and Curriculum Delivery

- Plan, prepare and deliver high-quality lessons across the primary curriculum, ensuring coverage of statutory National Curriculum requirements.
- Teach English, mathematics, science and the wider foundation subjects in accordance with the school's curriculum intent and implementation.
- Establish high expectations for achievement, behaviour, effort, presentation and independence.
- Use effective modelling, questioning, scaffolding, feedback and retrieval practice to secure long-term learning.
- Adapt teaching to meet the needs of pupils with varying prior attainment, including pupils with SEND, disadvantaged pupils, pupils with English as an additional language (EAL) and higher-attaining pupils.
- Promote reading fluency, comprehension, vocabulary development, writing accuracy and mathematical fluency across the curriculum.
- Develop pupils' reasoning, problem-solving, critical thinking, resilience and independent learning skills.
- Maintain a purposeful, safe and inclusive classroom environment that supports positive relationships and effective learning.
- Contribute to curriculum planning, resource development and the evaluation of teaching and learning within the phase.

B. Assessment for Learning

- Use ongoing formative assessment, including questioning, observation, discussion, marking, pupil conferencing and analysis of work, to evaluate understanding.
- Identify misconceptions and gaps in knowledge promptly and adapt subsequent teaching accordingly.
- Provide timely, specific and actionable feedback in line with the school's feedback and marking policy.
- Use end-of-unit assessments, standardised assessments and other agreed summative assessments to evaluate attainment and progress.
- Ensure assessment judgements are accurate, consistent and informed by the National Curriculum, school assessment framework and relevant national standards.
- Moderate pupils' work with colleagues to develop consistency and confidence in assessment judgements.
- Communicate assessment outcomes and next steps to pupils, parents and carers, as appropriate.
- Maintain proportionate assessment records that inform teaching and intervention without creating unnecessary workload.

C. Pupil Progress Monitoring and Data Tracking

- Maintain accurate, current and accessible records of pupil attainment, progress, assessment outcomes and identified learning needs.
- Enter assessment information onto the school's agreed tracking system within established deadlines.
- Track progress in reading, writing and mathematics, with appropriate monitoring of science and foundation subjects.
- Analyse assessment information at pupil, group and class level to identify patterns, strengths, gaps and pupils at risk of underachievement.

- Monitor progress for key groups, including disadvantaged pupils, pupils with SEND, EAL learners, pupils with prior low attainment and higher-attaining pupils.
- Compare current attainment with prior attainment, baseline information, age-related expectations and agreed school targets, using appropriate measures.
- Use data alongside books, lesson observations, assessment tasks and professional knowledge to establish a reliable picture of pupil learning.
- Identify pupils requiring additional support, targeted teaching, intervention or greater challenge, and evaluate the impact of these actions.
- Prepare for and contribute to pupil progress meetings, phase meetings, assessment reviews and discussions with senior leaders.
- Set appropriate individual and group targets, review these regularly and implement actions to address underachievement.
- Maintain records of interventions, their intended outcomes, attendance where relevant, and evidence of impact.
- Report concerns about pupil progress promptly and work collaboratively with leaders, teaching assistants, SEND staff and other professionals.
- Ensure all assessment data is handled confidentially and in accordance with school procedures and data protection requirements.

D. Assessment and Statutory Requirements

The postholder will understand and fulfil the assessment responsibilities relevant to their year group, in accordance with current Department for Education (DfE) and Standards and Testing Agency (STA) guidance.

- Prepare pupils for statutory national curriculum tests in English reading, English grammar, punctuation and spelling, and mathematics.
- Use past papers, practice assessments, question-level analysis and curriculum assessments appropriately to identify gaps and plan responsive teaching.
- Monitor attainment against the expected standard, including scaled-score information when available, and identify pupils requiring targeted support or additional challenge.
- Understand the statutory assessment arrangements, deadlines, access arrangements, test security requirements and test administration procedures.
- Work with the headteacher and assessment lead to ensure that test administration complies with current statutory guidance.
- Support accurate statutory teacher assessment in English writing and science, including the use of the relevant frameworks and evidence from pupils' work.
- Participate in internal and external moderation and standardisation activities as required.
- Maintain appropriate evidence to support teacher assessment judgements, particularly in writing, without creating unnecessary evidence-collection burdens.
- Contribute to accurate reporting of pupil outcomes and the preparation of information for secondary transition.
- Ensure appropriate provision and assessment arrangements for pupils working below the expected standard, in accordance with statutory guidance and individual needs.

E. Inclusion, SEND and Pupil Wellbeing

- Adapt teaching and assessment to enable all pupils to access the curriculum and make progress.
- Implement relevant provisions from Education, Health and Care Plans (EHCPs), individual support plans and other agreed pupil plans.
- Work collaboratively with the SENDCo, teaching assistants, families and external professionals.
- Identify and report emerging learning, attendance, behaviour or wellbeing concerns.
- Promote positive behaviour, emotional wellbeing, inclusion, equality of opportunity and respectful relationships.
- Maintain appropriate records of concerns, support strategies and progress against identified outcomes.
- Follow the school's safeguarding, child protection, attendance and behaviour procedures.

F. Classroom Management and Personal Development

- Establish clear routines, expectations and consistent behaviour management strategies.
- Promote pupil voice, independence, collaboration, confidence and responsibility.
- Support pupils' social, emotional, moral and personal development in preparation for secondary school.
- Deliver relevant relationships, health education and wider personal development content in line with school policy.
- Encourage positive attitudes towards learning, perseverance and responsibility for personal progress.
- Ensure the classroom and learning resources are safe, organised, accessible and conducive to learning.

G. Communication and Professional Collaboration

- Build constructive relationships with parents and carers, communicating pupil achievement, progress, needs and next steps.
- Attend parent consultations, pupil progress meetings, staff meetings, phase meetings and professional development sessions.
- Work collaboratively with colleagues to ensure curriculum continuity and consistent assessment practice across the phase
- Share relevant information with colleagues to support transition between year groups
- Contribute to reports, transition documentation and other required school records.
- Liaise with senior leaders and relevant professionals where pupil progress, safeguarding or additional needs require further action.

H. Safeguarding and Professional Responsibilities

- Safeguard and promote the welfare of children in accordance with statutory requirements and school policies.
- Follow the school's child protection, safeguarding, health and safety, behaviour, attendance, confidentiality and data protection procedures.
- Report safeguarding concerns immediately through the designated school procedures.
- Maintain professional boundaries and uphold the school's values, ethos and expectations.
- Participate in continuing professional development, performance management and appraisal.
- Reflect on teaching practice and implement feedback to improve pupil outcomes.
- Undertake other reasonable duties commensurate with the post, as directed by the headteacher.

3. Assessment and Data Tracking: Expected Practice

The postholder is expected to maintain a clear cycle of assessment, analysis, action and review. They must follow the school’s assessment policy for the frequency and format of data collection. Assessment should be purposeful and proportionate, supporting teaching decisions rather than generating unnecessary data or paperwork

4. Performance Expectations and Success Indicators

The postholder's effectiveness will be evaluated through a balanced range of evidence, including:

- Quality of teaching, curriculum delivery and classroom practice.
- Pupil engagement, behaviour, inclusion and wellbeing.
- Evidence of progress from pupils' individual starting points.
- Attainment in reading, writing and mathematics and the wider curriculum.
- Accuracy and timeliness of assessment records and data submissions.
- Effective identification of gaps and implementation of appropriate teaching responses.
- Impact of interventions and support for pupils at risk of underachievement.
- Accuracy of statutory teacher assessment judgements and compliance with assessment requirements.
- Quality of communication with parents, carers and colleagues.
- Contribution to phase priorities, professional development and whole-school improvement.

Performance expectations and targets will be agreed through the school's appraisal and improvement processes. Outcomes will be considered in context, taking account of pupils' starting points, individual needs and other relevant factors.

6. Person Specification

Essential:

- Qualified Teacher Status (QTS), where required for the post.
- Secure knowledge of the National Curriculum for Upper KS2.
- Effective classroom teaching, planning and behaviour management skills.
- Sound understanding of formative and summative assessment.
- Ability to analyse attainment and progress data and translate findings into effective teaching.
- Understanding of statutory KS2 assessment requirements and teacher assessment frameworks.
- Ability to meet the needs of pupils with diverse learning needs and prior attainment.
- Strong communication, organisational and collaborative skills.
- Commitment to safeguarding, inclusion and professional development.

Desirable:

- Experience teaching across all phases
- Experience of moderation, standardisation and pupil progress meetings.
- Confidence using school assessment and management information systems.
- Experience monitoring the impact of interventions and improving outcomes for identified pupil groups.
- Experience supporting transition from primary to secondary education.

7. Review and Accountability

This job description should be read alongside the school's policies, assessment framework, curriculum documentation, safeguarding procedures and relevant statutory guidance. It may be reviewed periodically to reflect changes in school priorities, responsibilities and national requirements.

Note: This job description outlines the principal duties and responsibilities of the post and is not intended to be an exhaustive list. The postholder may be required to undertake other reasonable duties appropriate to their role and level of responsibility.