

The Federation of Boldmere Schools

JOB DESCRIPTION: CLASS TEACHER - BOLDMERE INCLUSION BASE

SUBJECT FOCUS: To be agreed

ROLES AND RESPONSIBILITIES

This job description should be followed in conjunction with the statutory **Professional DfE Teachers' Standards in England**.

Preamble

Teachers 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 interest of their pupils.

Part One: Teaching

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well-structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

Part Two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

In addition the following is designed to give clear guidance on the roles and responsibilities at The Federation of Boldmere Schools.

Teaching and Learning

- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements.
- Understand progression in primary subjects from the Foundation Stage through to Key Stage 1 and through the whole of KS2.
- Deal securely with subject related questions which pupils raise and know about pupils' common misconceptions and mistakes in primary subjects.
- Plan effectively to ensure that all pupils have the opportunity to meet their potential considering:
 - Race and gender
 - The needs of pupils who are under-achieving
 - Gifted and talented pupils
 - Pupils for whom English is not their first language

- Plan effectively to meet the needs of pupils with SEND and, in collaboration with the SENDCo, make an appropriate contribution to the preparation, implementation, monitoring and review of EHCPs.
- Pupils with additional Special Educational Needs.
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and best use is made of teaching time.
- Select and make good use of books, ICT and other teaching and learning resources which enable learning objectives to be met.
- Use teaching methods, which keep pupils engaged, including:

Stimulating pupils' intellectual curiosity

Effective questioning and response

Clear presentation

Good use of a range of resources

- Recognise the level that a pupil is achieving and make accurate assessments against attainment targets, learning goals, Educational Health Care Plan and individual targets.
- Make effective use of the interactive whiteboard technology in all areas of the curriculum.
- Deploy support staff effectively in the classroom involving them in the planning, teaching and management of pupils.

Curricular and Other Opportunities

- Demonstrate that the planned curriculum is in line with the National Curriculum and subjects agreed by the school.
- Recognise that learning takes place outside the school context and so provide opportunities to develop pupils' understanding by relating their learning to real experiences.
- Ensure that learning is cross-curricular wherever possible.
- Ensure the curriculum provision is fit for purpose, so that children with Autism are engaged in their learning.

Results and Achievements

- Set clear targets for improvement of pupils' achievement and monitor progress towards these targets.
- Use appropriate teaching strategies to ensure and secure pupils' progress in line with individual and school targets.
- Regularly monitor Education Health Care Plans to ensure the targets are being delivered, so there is demonstrable impact and progress.

Care of Pupils

- Follow the school's health and safety arrangements and provision for all pupils' welfare including SEND, Safeguarding, Risk Assessment and Child Protection procedures.
- Demonstrate understanding of the Social, Moral, Spiritual and Cultural diversity of all children and take opportunities to enrich and develop this.
- Act in 'loco parentis' and where necessary, liaise with agencies responsible for pupils' welfare.

Pupils' Attitudes

Through positive and productive relationships and in the context of the school's behaviour policy:

- Secure a good standard of pupil behaviour in the classroom by establishing appropriate rules and high expectations of discipline which the pupils respect.
- Act to pre-empt and deal with inappropriate behaviour.
- Have a good understanding of individual children's emotional intelligence when promoting positive behaviour.
- Have a good understanding of working with pupils diagnosed with Autism.

Partnership with Parents/Carers and the Wider Community

- Liaise effectively with pupils' parents/carers through informative verbal and written reports on pupils' progress and achievements; discuss appropriate targets and encourage support in their children's learning, behaviour and progress.
- Liaise effectively with other agencies involved with the pupils.

Leadership and Management

- To lead and manage the development of your specified subject area/s. Establish and work within a team, if appropriate, to promote the subject/area.
- Make contributions to the production of the School Development Plan through the production of any relevant subject/area action plans.
- Monitor and evaluate the impact of any SDP focus areas relevant to your role.
- Participate and contribute to the school self evaluation process.
- Contribute to the creation and updating of any relevant subject policy documents.
- Advise and support other staff, as necessary, to support their teaching of specific subjects, in conjunction with the Learning Team.

Management of Personal Performance and Development

- Establish effective, co-operative and supportive working relationships with colleagues
- Take responsibility for implementing school policies and practices
- Set a good example to all pupils in presentation and personal conduct
- Take responsibility for personal professional development, setting objectives for improvements and taking action to keep up to date with research and developments in pedagogy and all primary subjects

Line Management – responsibility to and for

You are required by Boldmere Schools' Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the Executive Head Teacher.

- You report for the purposes of day-to-day management to the Year Leader or Learning Team Leader for curriculum related issues.
- You are responsible for the management, direction and supervision as appropriate of designated employees and other people as specified by the Executive Head Teacher.

Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and any procedures and policies set by the Governing Body of the school who interpret the teachers' conditions of employment.

This Job Description may be subject to change at any time under the direction of the Executive Head Teacher and Governing Body of the school.