



Great Harwood St Bartholomew's Parish CE VA Primary School

Class teacher, Subject Leader and TLR - Job Description

Class teacher

Class teachers are required to carry out the duties of a school teacher as set out in the Conditions of Employment for Teachers which are listed in the current School Teachers Pay and Conditions Document.

In consultation with the Headteacher, the class teacher will: -

1. Set high expectations which inspire, motivate and challenge pupils

- establish a purposeful and stimulating environment for pupils, rooted in mutual respect, in which diversity is valued and where pupils feel secure and confident
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils and follow the staff Code of Conduct at all times

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and consider how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in all subjects, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- demonstrate a clear understanding of systematic synthetic phonics
- demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well structured lessons

- teach clearly-structured lessons and sequences of work, which interest and motivate pupils and in which:
 - pupils' learning needs and abilities are taken into account
 - learning objectives and success criteria are made clear to pupils and revisited during lessons
 - interactive teaching and learning methods and collaborative group work are used
 - active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning.
- set challenging teaching and learning objectives which are relevant to and based on knowledge of pupils and take account of:
 - their learning needs and abilities

- evidence of their past and current achievement
- the expected standards for pupils of the relevant age range
- the range and content of work relevant to that phase
- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them and to develop self-control and independence
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- to assist in, and be supportive of, the maintenance of fair discipline and good order throughout the school at all times

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being
- contribute to the development of parental and community involvement in the life and work of the school
- provide enjoyable opportunities that enrich pupils experiences
- be committed to safeguarding and promoting the welfare of children

Subject Leader Job Description

Job Purpose

The subject Leader will ensure that there is consistency of teaching, continuity in skills, and high standards of learning throughout the school, in their subject area.

Duties

- The subject leader will:
- Co-ordinate the development of a cohesive and effective long-term plan in their subject
- Ensure that all planning (medium term and short term) meets all National Curriculum requirements
- Review, monitor and evaluate current practice (including schemes and policies) and provide feedback to the School leadership Team and governors
- Support, motivate and advise staff, and work alongside them in the development of their classroom practice, where appropriate
- Lead by example, through good classroom practice
- Disseminate information to the staff and provide INSET to promote staff development and improve classroom practice
- Develop an action plan which contributes to the School Improvement Plan
- Maintain an up-to-date knowledge of national and local initiatives
- Ensure that resources are appropriate and accessible for staff, prioritising resource needs in line with school budget and as indicated in the Improvement Plan

Job Title: Phase Leader with TLR 2:1

Line Manager: Headteacher

Section from School Teachers' Pay & Conditions Document 2009

21.1: A TLR is awarded to a classroom teacher for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable

21.3: A TLR teacher's duties must include a significant responsibility that is not required of all classroom teachers and that:

- is focused on teaching and learning
- requires the exercise of a teacher's professional skills and judgement
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff

At Great Harwood St Bartholomew's Parish CE VA Primary School, we endeavour to maintain good work-life balance for our staff. Therefore, where possible, Leadership Time will be provided to assist staff in the completion of their TLR responsibilities, particularly where lesson observations are a necessity. However, staff should note that there is an expectation for them to fulfil their job description with or without this additional time.

Main Purpose of the Job

- To be an outstanding classroom practitioner and be a model for the demonstration and application of all school policies and procedures
- To ensure a high standard of provision for all pupils within their phase of the school, together with the support of the School Leadership Team (which constitutes Headteacher, Deputy Headteacher and Phase Leaders)
- To ensure that pupils within the phase meet academic targets identified by Senior Leadership Team and to arrange, monitor and evaluate intervention strategies across the phase to ensure that the targets are met. This includes supporting staff with making judgements in regard to the assessment of pupils
- To monitor the groups within the phase to ensure that all groups make expected progress
- To line-manage identified staff, supporting them to work at a level of at least good and providing support where necessary
- To ensure that all members of the phase meet all deadlines set by the Senior Leadership Team
- Lead, manage and develop a core subject curriculum area or school improvement project and be flexible in this role as school priorities change
- To support the professional development of all staff with a particular focus on teaching and learning, with the support of the Senior Leadership Team
- To be responsible for the overall pastoral care of pupils in the phase, supporting class teachers to deal with incidents of behaviour and well being of pupils and communicating with parents as appropriate
- Actively participate in whole school self evaluation and school improvement planning
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

In addition carrying out the duties of a class teacher as outlined in the *School Teachers' Pay and Conditions Document*, the phase leader will be expected to carry out the following:

Leadership and management role

- Be a member of the school leadership team and attend regular team meetings, as necessary

- Contribute to the vision and ethos of the school
- Lead a core subject or school improvement project across the school
- Manage assessment information ensuring that accurate baseline is taken on entry and that both formative and summative assessments are up-to-date, accurate and used effectively to inform curriculum planning
- To provide regular analysis of data, using assessment software and to produce half termly development plans
- Line-manage and lead a phase team
- Recruit children into clubs each term and oversee the organisation of the clubs including communication with the children and their families
- Liaise with colleagues to contribute, implement and evaluate the success of the school improvement plan
- Be an effective role model for the team in terms of teaching and learning, behaviour management and classroom management
- Monitor and review the curricular provision in the phase:
 - ensuring breadth and balance and that the schools' curriculum map is being followed
 - reviewing pupil progress through the analysis of data and ensuring the use of this information for planning and target setting across the phase
 - ensuring completion and transfer of records and implementation of all policies
 - ensuring differentiation and personalised learning goals are set for pupils (together with the Senior Leadership Team)
 - monitoring the quality of learning and teaching with responsibility for improved pupil outcomes including lesson observations and scrutiny of work
 - ensure that all aspects of the learning environment promote effective learning and represent the areas of learning
- Ensure policies are translated into practice by the team and that the leadership team are aware of any which may need revisions or amendments
- Take a lead in securing and embedding within the phase, the pastoral and behavioural support systems present in the school
- Lead assemblies where appropriate
- Hold regular phase meetings to communicate effectively with the members of the phase
- Act as a mentor for new staff and volunteers and induct them appropriately into the school and/or phase by ensuring they have access to, understand and follow the school policies and procedures
- Manage the transition of pupils to and within the phase
- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the Headteacher and Deputy Headteacher
- Arrange cover for phase members, including for attendance on course, illness and for PPA

Curriculum responsibility

- Have a general responsibility for the development of a school approach to the required subject/ school improvement area including the use of ICT
- Lead and develop the required subject/ school improvement area throughout the school – this includes co-ordinating the formulation of written guidelines, resources and the information for staff, parents and governors to develop best practice

- Monitor, review and evaluate the subject/ school improvement area to ensure that it is being effectively delivered throughout the school
- Develop and maintain a whole school approach to the subject/ school improvement area and its recording and assessment including the use of tests, to ensure equal access for all pupils
- Provide the Headteacher and/or other relevant staff with relevant subject, curriculum area or pupil performance information
- Be accountable to the Headteacher for all delegated curriculum and management task

Administrative tasks

- Manage, monitor and account for any budget for the area
- Organise and monitor the use of resources
- Be responsible for the organisation, planning and evaluation of the school programmes for your subjects
- Be responsible for the organisation of all assessment tasks within the phase

Staff development

- Lead and participate in staff training and development opportunities as appropriate and lead the phase staff to promote and ensure a whole school approach
- Act as a mentor or coach to colleagues and encourage collaboration, co-operation and teamwork
- Keep abreast of current developments in your areas of responsibility and disseminate information as appropriate.

This job description is not a contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.