

CRANMORE INFANT SCHOOL

Job Description: Class Teacher

Responsible to: The Head teacher

Specific Responsibilities: Subject leadership role to be agreed on appointment



JOB CONTEXT

You are required to carry out the duties of a schoolteacher as set out in the Schoolteachers' Pay and Conditions Document, and the required standards for Qualified Teacher Status. The post requires you to teach children in the age range 3 – 7 years.

Areas of Responsibility and Key Tasks

a) Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear learning objectives, success criteria and specifying how they will be taught and assessed;
- setting tasks which engage, motivate and challenge all pupils and ensure high levels of progress;
- setting appropriately differentiated and demanding expectations for all groups and individuals, including SEND, Pupil Premium, Gifted and Talented and EAL learners;
- setting clear targets, building on prior attainment;
- planning and delivering clear structures for lessons maintaining pace, motivation and challenge;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning.
- making effective use of a range of assessment for learning strategies, including giving pupils regular opportunities to self and peer assess and respond to feedback;
- maintaining good discipline in accordance with the school's procedures and encouraging good practice with regard to behaviour, standards of work, attitudes to learning and homework;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support and resources;
- teaching pupils the habits of effective learners (BLP). Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- learning support assistants, students, parents or other helpers are aware of the lesson's objectives and are effectively deployed to support learning.

b) Monitoring, Assessment, Recording, Reporting

- assess, monitor, record and report on the learning needs, progress and achievements of pupils;
- mark and monitor pupils' work and set targets for progress in line with the schools Assessment and Marking Policy;
- assess and record pupils' progress systematically and keep records to check learning is understood, monitor strengths and developments, inform planning and identify next steps;
- undertake assessment of pupils as requested by examination bodies, LA and school

- procedure;
- prepare and present informative reports to parents.

c) Subject / Aspect Leadership

- Have lead responsibility for the specified subject area/aspect of the schools work and develop and implement plans which identify clear targets and success criteria for its development and / or maintenance;
- Reviewing and developing of curriculum policy in the subject/s;
- Carrying out monitoring and evaluation activities in accordance with the school SSE policy, in order to evaluate strengths and areas for further development, or the impact of school improvement work. This includes: planning, work scrutiny, pupil interviews, observations of teaching, learning environment and data analysis;
- Supporting development of teachers and support staff in the subject / aspect;
- Evaluating relevant assessment information for individuals, groups or cohorts;
- Reviewing and coordinating the use of resources in the subject/s;
- Reporting on progress, achievement and standards in the subject/s to staff, governors or parents;
 - Arranging and promoting relevant subject activities to promote pupils' enthusiasm and interest, including organising and leading a before/lunch/after school club;
 - Taking on specific tasks related to the day to day administration and organisation of your subject/s as requested by the head teacher, and any additional responsibilities which might from time to time be determined.

d) Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values, vision and aims;
- contribute to, and promote the learning priorities of, the school improvement plan.
- establish effective working relationships and set a good example through their presentation and personal and professional conduct, in line with the Staff Policy;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- direct and supervise support staff, students and other helpers assigned to them and where appropriate;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and pupils;
- take part, as may be required, in the planning, review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- take part in marketing and liaison activities such as Open Evenings and Parent Consultations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- liaise effectively with parents and governors, including through weekly newsletters to parents and termly reports to governors;
- participate fully in arrangements for the appraisal and review of own performance;
- engage with appropriate training opportunities to promote professional effectiveness in your role, including as part of the Synergy collaborative. Where appropriate, organise and lead training for other teachers and support staff.
 - fully support school events, which include the Christmas and Summer Fairs, School Discos and any other events specifically organised for the Year Group you are teaching in.

Safeguarding

- Understand and adhere to the school safeguarding policy and procedures, and ensure that they are followed by all students and visitors.

Cranmore is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

This job description will be reviewed annually at the time of your appraisal or earlier if necessary. In addition, it may be amended at any time after consultation with you.

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Person Specification: Class Teacher

Factor	Essential	Desirable	Ascertained by
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Evidence of a commitment to professional development 		Application/ documentary evidence
Experience	<p>The Class Teacher should have experience of:</p> <ul style="list-style-type: none"> • successful teaching within the infant range • Proven track record in raising pupil attainment • Working in partnership with parents 	Experience of preparing children for, and administering Phonics Screening Check and Key stage 1 SATs and EYFS profile	Application/ documentary evidence References
Knowledge and understanding	<ul style="list-style-type: none"> • Good subject knowledge and understanding of the National Curriculum • Clear philosophy of primary education which puts the child at the centre of process • Able to plan for progression across the attainment range, designing effective learning activities • Committed to meeting the needs of all children • Awareness of the principles of effective assessment which empowers children as learners • Understands the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection; • Understands and demonstrates effective teaching and learning styles. • Good understanding, and use of, a range of positive behaviour management strategies 	EYFS/Key stage 1 experience and experience of moderation	Application form References Interview
Skills	<p>The Class Teacher will be able to:</p> <ul style="list-style-type: none"> • promote the school's aims positively, and use effective strategies to motivate and inspire pupils; • develop good personal relationships within a team; • establish and develop close relationships with parents, governors and the community; • communicate effectively (both orally 		Application form References Interview Specific qualifications or experience

	<p>and in writing) to a variety of audiences;</p> <ul style="list-style-type: none"> • create a challenging, effective and stimulating learning environment. • Able to use ICT effectively 		
Personal characteristics and abilities	<ul style="list-style-type: none"> • Endorses a 'growth mindset' in all areas of professional life • Good team player • Shows willingness to contribute to the whole school community, in and out of the classroom • Flexible and adaptable • Organised and able to prioritise • Energetic and positive • Ambitious for self and pupils • Committed to improving own practice 		<p>Interview References Interview</p>
Special requirements	<ul style="list-style-type: none"> • An enhanced DBS check is required 		<p>Documentary evidence</p>