



Class Teacher
Ryders Hayes School
(A Primary Learning Academy)

Role commences: September 2020

Salary: Main scale - UPS

Location: Pelsall, Walsall

Contract type: Permanent

The postholder is immediately responsible to The Head Teacher

Every member of staff at Ryders Hayes School has the responsibility to make a positive impact on children's learning; life skills; good character and wellbeing. Each jobholder is required to understand his/her part in the core purpose and to contribute to support the overall vision, aims and ethos of the school

General Professional Duties and Responsibilities:

All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document. Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school.

Job Purpose:

The Class Teacher will:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out the professional duties and responsibilities, and in line with the duties outlined in the School Teacher's Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school



Duties:

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set home-learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils



- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and as part of a curriculum team identifying opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate



- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with the school's appraisal process

Other

- To have professional regard for the ethos, policies and practices of the school, and maintain high standards in your own attendance and punctuality
- Follow relevant school procedures and ensure confidentiality at all times
- Perform any reasonable duties as requested by the headteacher
- implement agreed school policies and guidelines;
- support initiatives decided by the Head Teacher and staff;
- plan appropriately to meet the needs of all pupils, through differentiation of tasks;
- be able to set clear curricular targets, based on prior attainment, for pupils' learning;
- contribute to writing and reviewing EHC plans and impact measurement documents in liaison with the Inclusion Manager.
- provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils to support independence;
- be an excellent role model to all pupils
- ensure high standards of teaching and learning through the implementation of the Teaching and Learning Policy
- keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning; tracking pupil progress; identifying underperformance and designing intervention plans as appropriate;
- report to parents on the development, progress and attainment of pupils;
- maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy;
- engage in and lead CPD and participate in meetings which relate to the school's management, curriculum, administration or organisation;
- communicate and co-operate with specialists from outside agencies;
- lead, organise and direct support staff within the classroom;
- contribute to the life of the school and its continuous improvement;
- participate in the performance management system for the appraisal of their own performance, or that of other teachers, including coaching of colleagues



- report any safeguarding issues in accordance with school policy and guidelines
- Ensure all practice reflects the school's Equal Opportunities Policy and other relevant policies relating to health and safety; safeguarding; anti-bullying, race awareness; extremism and promotion of British Values.
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This job description has been prepared for the purpose of school organisation and may change through consultation as the role and the needs of the school develop and evolve. This document will be reviewed annually as part of the school's performance management process.

Ryders Hayes School is committed to safeguarding and promoting the welfare of children and young persons and expects all staff and volunteers to share this commitment.

After consultation Job Description agreed by: -

Teacher:

Head Teacher:

Date