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|  | **ARCHBISHOP BENSON CE PRIMARY SCHOOL**  **With fun & learning, hand in hand, all things are possible**  **“I can do all things through Him who strengthens me” (Philippians 4: 13)** | | | |
| **Respect** | **Creation** | **Fellowship** | **Wisdom** | **Hope** |
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| **CLASS TEACHER JOB DESCRIPTION Updated April 2025** | |
| **Job Title:** | Class Teacher |
| **Phase Group** | KS2 |
| **Hours:** | FTE per week as outlined in job advert (days and times of the week to be agreed) |
| **Salary Range:** | Pay range as outlined in job advert (dependent on skills and experience offered to the school) |
| **Responsible to:** | Head Teacher/Deputy or Assistant Head Teacher/ Phase Group Leader |
| **Direct Supervisory Responsibility for:** | The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |
| **Important Functional Relationships: Internal/External** | Other Teaching Staff, Support Staff, Pupils, Parents |

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| **Main Purpose of Class Teacher:** |
| There is a separate job description summary for the role of a subject leader within the school |
| * 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 to the highest professional standards, maintaining confidentiality and discretion, both in and out of school, at all times * Be responsible for positively and proactively promoting the Christian vision, values and work of the schoo,l both in & out of school * 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 their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards* * Take responsibility for promoting and safeguarding the welfare of children and young people within the school |

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| **Main Duties and Responsibilities:** | |
| All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard to the Teacher Standards. Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the performance management process as relevant to their role in the school.   1. **Teaching** 2. Deliver the curriculum knowledgably and confidently as relevant to the age and ability group/subject/s that you teach; 3. Demonstrate a readiness to be flexible and adaptable in terms of allocation across the school 4. Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate; 5. Be accountable for the attainment, progress and outcomes of pupils you teach; 6. Be aware of pupils’ capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn; 7. 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; 8. Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject); 9. If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics; 10. 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; 11. Make accurate and productive use of assessment to secure pupils’ progress; 12. 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; 13. Use relevant data to monitor progress, set targets, and plan subsequent lessons; 14. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate; 15. Participate in arrangements for examinations and assessments within the remit of the *School Teachers’ Pay and Conditions* *Document.*   **2.0 Behaviour and Safety**   1. 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; 2. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils; 3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary; 4. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils; 5. Have high expectations for pupil behaviour across the school and be proactive in challenging & supporting the school’s expected standards of behaviour for **all c**hildren right across the school day 6. Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document;* 7. Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.   **3.0 Team Working and Collaboration**   1. 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; 2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them; 3. 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; 4. Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil; 5. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school; 6. Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document.   **4.0 Administration**   1. Register the attendance of and supervise learners, before, during or after school sessions as appropriate; 2. Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers’ Pay and Conditions Document.   **5.0 Professional Development**   1. Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues; 2. 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 performance management review. | |
| **General/Other:** |
| * To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the school’s pupils at all times * To act as a professional team member and provide support and cover for other staff where needs arise * To contribute towards the ethos of the school and be a supportive and proactive member of staff * To be aware of and adhere to all school policies and procedures * To be responsible for your own continuing self-development and attend meetings as appropriate * To regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues; * To 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 performance management review * To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection). * To undertake other duties appropriate to the post as required by the Headteacher, DHT or AHT |

**General Expectations for teaching staff:**

This job description is not a comprehensive definition of the post. The aim is to indicate the general purpose & level of responsibility of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as outlined above.

Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the headteacher to reflect the changing needs of the school. The conditions of employment of teachers in the School Teachers’ Pay and Conditions of Service Document apply to this post, whose holder is expected to carry out the professional duties of a teacher as circumstances may require, under the reasonable direction of the Head teacher, Deputy/Assistant Headteacher or School Business Manager

**Health & Wellbeing**

Archbishop Benson School is committed to being a mindful organisation that actively values the health & wellbeing of everyone in the school. We strive to make it so. We recognise that every individual has a right to experience:

* Mental, emotional, social and physical wellbeing
* Personal achievement and fulfillment

Archbishop Benson School is dedicated to ensuring these rights are delivered. Health & Wellbeing is core to a first class workforce where the pupils will be rewarded with outstanding outcomes. Health & Wellbeing strategies are opportunities to advance our workforce to a distinctive level. Inspirational learning environments can be created with a motivated, valued and dynamic workforce.

As employers, we recognise that employee engagement is critical in ensuring that health and wellbeing provision is meaningful and successful. We are all responsible for creating an organisation that promotes health and wellbeing strategies. A meaningful and successful Health & Wellbeing provision involves the engagement of all employees, therefore it is the aim of Archbishop Benson School that each individual will:

* Promote healthy life style choices during the school day
* Be a positive role model
* Be responsible for actively seeking support if it is needed, professionally or personally
* Participate in personal and professional development opportunities, strategies and training

**TEACHERS’ STANDARDS**

**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 interests of their pupils.

**PART ONE: TEACHING**

**A teacher must:**

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

• establish a safe and stimulating environment for pupils, rooted in mutual respect

• 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.

**2 Promote good progress and outcomes by pupils**

• be accountable for pupils’ attainment, progress and outcomes

• be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these

• guide pupils to reflect on the progress they have made and their emerging needs

• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching

• encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings

• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

• 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

• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well structured lessons**

• 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 and extend 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 within the relevant subject area(s).

**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

• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**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.

**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, by:

o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position

o having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions

o showing tolerance of and respect for the rights of others

o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

o ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

• 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.

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| **ARCHBISHOP BENSON CoE PRIMARY SCHOOL**  **CLASS TEACHER JOB DESCRIPTION**  **STAFF DECLARATION FORM** |
| I hereby confirm that I have read and understood the revised Class Teacher job description and that I will abide by the duties and responsibilities outlined in this document  SIGNED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PRINT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |