**Ronald Ross Primary School**

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**POST: Class Teacher**

**GRADE: Main Pay Scale**

**RESPONSIBLE TO: Head teacher**

**MAIN ACTIVITIES AND RESPONSIBILITIES**

The duties and responsibilities of this post are to be carried out in accordance with the provision of the current School Teachers’ Pay and Conditions Document (STPCD).

1. **Teaching and Learning**
2. To have a thorough knowledge and understanding of the National Curriculum
3. To plan and prepare programmes of work which meet the needs of the full range of children’s abilities in the class/group
4. To identify clear objectives and expected outcomes for children’s learning, building upon their prior attainment, and adopt a range of strategies to meet their different learning styles
5. To promote challenging standards of pupil achievement and set high expectations for behaviour, establishing positive relationships and a stimulating learning environment
6. To provide effective teaching of whole classes, groups and individuals so that learning aims/objectives are met, momentum and challenge are maintained and best use is made of teaching time
7. To use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils and accelerate their progress
8. To plan and prepare work using appropriate resources to make learning accessible to all pupils, including those with Special Educational Needs and children speaking English as an Additional Language
9. To identify pupils who have special educational needs and work within the school SEN policy in order to give positive and targeted support and implement Individual Education Plans (IEPs)
10. To use teaching strategies which engage pupils and stimulate an enjoyment of learning
11. To demonstrate effective questioning and responses and promote pupil voice in lessons
12. To select and make good use of learning resources, including ICT, which enable objectives to be met
13. To manage resources appropriately in order to enable children to develop skills necessary for independent learning
14. **Assessment and Evaluation**
15. To assess, record and report the development, progress and attainment of pupils in accordance with the schools’ assessment and evaluation procedures
16. To evaluate how well learning objectives have been achieved and use this evaluation to inform future planning and teaching
17. To mark and monitor pupils’ class and homework providing constructive oral and written feedback and setting targets for pupils’ future progress
18. To keep up to date the records for each pupil in the class as required by school policy
19. To participate in arrangements, as appropriate, for preparing pupils for national assessments, recording and reporting results as required and participating in arrangements for pupils’ supervision at such times
20. To produce progress reports required of school colleagues or other professionals
21. **Relationships with Parents and the Community**
22. To communicate effectively with parents, both formally and informally, thereby encouraging active participation in the education of their children
23. To prepare and present informative written reports to parents annually
24. To liaise with agencies responsible for pupils’ welfare and attend meetings when necessary
25. To deal sensitively with members of all communities represented locally
26. **Managing own Performance and Development**
27. To understand the need to take responsibility for personal professional development and keep up to date with research and developments in pedagogy and in the subjects taught
28. To participate in further training and professional development as appropriate
29. To participate in staff meetings which relate to the curriculum or organisation of the school
30. To participate in arrangements within the agreed framework for appraisal
31. To reflect upon feedback from colleagues, self-evaluate own teaching and participate in the school’s aims to share good practice and improve the quality of practice
32. **Managing and Developing Staff and Adults**
33. To plan the work of teaching assistants for whom they have responsibility, ensure colleagues are briefed effectively and ensure that activities undertaken promote achievement of pupils
34. Support school aims to share good and outstanding practice and coach/mentor colleagues as well as accepting support where required
35. **Professional Conduct**
36. To fully support the aims and ethos of the school
37. To set an excellent example to children, staff and parents in terms of presentation and personal conduct
38. To relate positively to colleagues, establishing effective and professional working relationships
39. To implement all current school policies and procedures
40. To safeguard the health and safety of pupils at all times
41. To carry out any other such duties which may be required from time to time to meet the needs of the school
42. **Equal Opportunities**
43. To ensure all pupils have access to an appropriately broad and balanced curriculum.
44. To adhere to the school’s policies for equality of opportunity
45. To ensure that the planning and teaching methods take account of the language and learning needs of pupils, including those who have SEN or for whom English is an additional language
46. **Subject Leadership (where appropriate)**

To undertake subject leadership in a curriculum or related area and:

* + - Demonstrate excellent knowledge and understanding of the subject acting as the “in house expert”.
		- Understand how the subject relates to the curriculum as a whole, including the characteristics of high quality learning and teaching
		- Review and develop a comprehensive policy for the subject
		- Identify realistic and challenging targets for improvement
		- Establish, with the involvement of relevant staff, action plans for the development and resourcing of the subject which contribute to the whole school development plan
		- Through effective planning ensure curriculum coverage, continuity and progression within the subject for all pupils
		- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement within the subject, including setting targets
		- Through the review progress identify the strengths and weaknesses in learning and teaching
		- Prepare an annual bid for resources and be prepared to identify how money spent has impacted on attainment
		- Report to governors or the school leadership team on progress towards targets
		- Lead professional development through example and support, drawing on other sources of expertise such as LA advisors, independent consultants and subject associations.

**I Safeguarding Children**

* To be fully aware of and understanding the duties and responsibilities arising from the Children’s Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker’s role within the organisation.
* To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker’s role.
* To ensure that the worker’s line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

***Job descriptions are a guide not a prescriptive list. They will be reviewed as and when necessary taking into account factors such as the needs of the school or new changes in legislation. All staff are expected to comply with all school policies including Health and Safety (in line with the Health and safety Act 1974).***

**Person Specification**

**Personal Qualities**

* Positive and creative thinker who sees challenges as opportunities and who is able to

Enthuse others;

* Highly motivated and passionate about teaching and enabling children of all abilities and backgrounds to achieve;
* Ability to communicate clearly and effectively in speech and in writing to a variety of audiences;
* Reflective practitioner committed to personal development;
* Ability to contribute to and work within a highly motivated team
* Good interpersonal skills and able to inspire and support colleagues

**Knowledge and understanding:**

* Thorough knowledge of the requirements of the National Early Years Curriculum or National Curriculum
* Thorough subject knowledge and awareness of current issues and recent educational developments in primary education;
* Understanding of the key features of good and outstanding teaching and learning
* Understanding of effective planning and assessment procedures;
* Excellent understanding of how children learn effectively, including different learning styles;
* Knowledge of and commitment to equal opportunities
* Knowledge of effective strategies to include and meet the needs of all children including those who speak English as an additional language and those with SEN

**Skills and attributes:**

* Excellent classroom practitioner who can inspire children and utilise a range of strategies to enable children to achieve outstanding progress
* Ability to develop and maintain positive relationships with pupils, colleagues, governors and the wider community
* Ability to create an inspiring learning environment which enables children of all needs and abilities to achieve success
* Confident in using a range of resources, including ICT, to make learning accessible to all children
* Good record of attendance and punctuality
* Excellent behavior management skills together with an understanding of the value of effective and consistent routines in creating a positive learning environment

**Education, training and qualifications**

* Qualified Teacher Status
* A willingness to undertake personal and professional development with a relevant focus

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (teacher)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Headteacher ) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_