Meridian Primary School
Job Description – Class Teacher

The professional duties of teachers are set out in the School Teachers Pay & Conditions Document and the 'Teachers' Standards'. In addition, specific requirements expected of this post holder have been set out below.

The class teacher must ensure the successful transition of children from their previous teacher, support them through the school year and prepare them for the next one. This work will be overseen and supported by SLT. It will include:

- Holding and demonstrating the values of the school – inclusion, equality, aspiration, nurture and creativity.
- Building and maintaining fair, respectful, trusting, supportive and constructive relationships with children, ensuring that their emotional well-being is nurtured.
- Having high expectations of all children, maintaining a clear focus on learning; identifying and removing barriers to learning and ensuring all children achieve their full potential.
- Being proactive in building and maintaining relationships with parents, teaching assistants assigned to the class, other staff members, governors and outside agencies who visit the school.

Teaching and Learning:

- Know how to make effective personalised provision for those you teach, including those for whom English is an additional language or who have special educational needs or disabilities, so that all children achieve their potential.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and special educational needs and disabilities, and refer to sources of information, advice and support from external agencies.
- Understand how young children develop and how this is affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Demonstrate 'Dyslexia Friendly Teaching' and 'Deaf awareness' (with support from the SENCO and Teachers of the Deaf).
- Have a good knowledge and understanding of the curriculum for the age group taught.
- Know how to use a range of communication, numeracy and ICT skills to support your teaching and wider professional activities.
- Plan and teach creatively to ensure engaging, motivating, challenging, well-organised lessons which raise levels of achievement.
- Secure high standards of behaviour through the consistent use of the school's behaviour policy and ensure children work collaboratively and independently as appropriate.
- Have a commitment to recognising and identifying a skill/talent within all the children you teach and contribute to a whole school ethos of promoting the arts and sports.
- Use the school assessment and marking policies to diagnose children's needs across the curriculum; provide clear guidance to children on their strengths and what they need to do in

order to improve their work; set realistic and challenging targets for improvement and plan future teaching with precise learning objectives and success criteria.

- Support and guide learners so that they can reflect on their own learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

Communicating and working with others:

- Recognise that communication is a two-way process - communicate effectively with children, parents/carers, colleagues and governors, conveying constructive feedback and relevant information about attainment, objectives, progress and well-being.
- Recognise and respect the contributions that colleagues, parents/carers, and governors can make to the development and well-being of children and have a commitment to collaboration and co-operative working where appropriate.
- Encourage parents/carers to be involved in school life and to participate in discussions about children.
- Maintain effective ongoing communication with relevant Teachers of the Deaf to ensure the inclusion of deaf children.
- Ensure that colleagues working with you, such as Teaching Assistants, are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Personal professional development:

- Embrace the notion of 'continuous improvement' – reflect upon and evaluate your performance and be committed to improving your practice through engaging with appropriate professional development;
- Act upon advice and feedback and be open to coaching and mentoring;
- Review the effectiveness of your teaching and its impact on children's progress, attainment and well-being, refining your approaches where necessary.

Health and well-being

- Know how to identify and support children whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Know how to identify potential child abuse or neglect and follow the school's safeguarding procedures.

Learning Environment

- Establish a purposeful, stimulating and safe learning environment so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school and so that they become independent learners.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts wherever possible.

Other

- Any other duty deemed reasonable, as directed by the Headteacher.