



JOB DESCRIPTION

TITLE OF POST: Class Teacher

SALARY GRADE: MPS/UPS

EMPLOYMENT DUTIES

This post requires you to teach in the 4 to 11 age range (the school reserves the right to move teachers to any class/year group). The job description is to be performed in accordance with the provisions of the Isle of Man Department of Education, Sport & Culture's Terms & Conditions of Service for Teachers and within the range of duties set out in that document.

RELATIONSHIPS:

- You are accountable to the Senior Leadership Team, the Department of Education, Sport and Culture and its Senior Officers for the planning and teaching of an appropriate creative curriculum, which supports the Essentials for Learning philosophy.
- Your line manager is Rob Coole.
- You have a duty of pastoral care for all pupils within the school.
- To interact on a professional level with colleagues and seek to establish and maintain productive relationships with them in order to promote mutual understanding of school policies and curriculum with the aim of improving the quality of learning and teaching in the school.
- Liaison should take place with all staff in school including teachers, education support staff, lunchtime ancillaries, administrative staff, kitchen staff, cleaners and caretakers.
- Liaison should take place as necessary with supporting professional agencies who are involved in the education and welfare of the pupils in the school.
- You are responsible for directing the work of support staff working alongside you.

PURPOSE OF THE JOB:

- To fulfill the role of class teacher (as detailed in Teacher Standards/School Procedures)
- To apply school policies as they have been agreed.
- To ensure that the appropriate skills are taught and correctly applied to enable a high standard to be achieved by all children in all areas of the curriculum.

PARTICULAR RESPONSIBILITIES

Your responsibilities are outlined in the Pay Policy for Teachers 2014 - Part 1 Standards 1-8 and Part 2 - Personal/Professional Conduct.

To co-ordinate and advise on Key Stage 2 developments and practice and to ensure Year 3 assessment information is shared when necessary with relevant staff, e.g. Subject Co-ordinators and Assessment Co-ordinator.

SAFEGUARDING

The Department of Education, Sport and Culture is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are required to undertake training with regard to the safeguarding and welfare of children and young people and the Department commits to providing this training e.g. via induction, on-line, briefings at staff meetings inset days etc., as appropriate.

All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Safeguarding Children Board Child Protection procedures and the school/service's Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children School/Service, they must report any concerns to the designated Safeguarding lead in their area or to the department's Child Protection and Safeguarding Officer.

The contents of this job description may be reviewed and updated as necessary to ensure that it remains accurate and complete. All changes will be made in discussion and with the agreement of the Head of Service or designated Officer.

KEY TASKS

To work towards completing the objectives outlined in your Appraisal Review Document.

REVIEW JOB DESCRIPTION

The contents of this job description may be reviewed and updated as necessary to ensure that it remains accurate and complete. All changes will be made in discussion and with the agreement of the Headteacher.

I have read and understood the responsibilities outlined in the Pay Policy for Teachers 2014 - Part 1 Standards 1-8 and Part 2 - Personal/Professional Conduct.

TEACHER SIGNATURE: _____ **DATE:** _____

HEADTEACHER SIGNATURE: _____ **DATE:** _____

TEACHING STANDAR

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 selfcritical; 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:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. 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
5. 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.

Class Teacher Person Specification

SPECIFICATION	ESSENTIAL DESIRABLE	Method of Assessment
Qualifications, Interests and Circumstances		
Qualified Teacher Status.	E	CV/Pre-employment checks
Experience		
Relevant experience as an excellent primary classroom practitioner.	D	CV/Interview
Mixed age teaching experience.	D	CV/Interview
Experience of teaching across the primary age range.	D	CV/Interview
Experience of managing the transition between Key Stages.	D	CV/Interview
Experience of working effectively as part of a team.	E	CV/Interview
Experience of successfully providing for the needs of a wide ability range, including pupils with additional learning needs.	E	CV/Interview
Experience of the effective use of AfL to engage children as partners in their learning.	E	CV/Interview
Experience of working with children with a wide range of difficult behavioural and emotional needs.	E	CV/Interview
Experience of managing support staff within the classroom environment.	E	CV/Interview
Knowledge, Skills & Understanding Applicants should be able to demonstrate:		
How to plan for learning creatively to deliver the outcomes of the Essentials for Learning curriculum.	E	CV/Interview
The use of split screen planning in order to develop a range of learning dispositions in pupils.	D	CV/Interview
Commitment to a classroom management style that allows children to develop as independent learners.	E	CV/Interview
The importance of forming effective and supportive working relationships with pupils, support staff, parents and carers.	E	CV/Interview
Commitment to continuing professional development.	E	CV/Interview
Personal Qualities Applicants should be an individual who:		
Shares our School Vision and loves working with children.	E	CV/Interview
Has the ability to prioritise tasks, has excellent time management and organisational skills, and is able to keep accurate records.	E	CV/Interview
Has a reflective approach to innovation and change (growth mindset).	E	CV/Interview
Is a motivated and positive individual who shows integrity.	E	CV/Interview

Has a high level of written and oral communication skills, and can use these with pupils, colleagues and parents/carers.	E	CV/Interview
Will make an active contribution to the life of the school.	D	CV/Interview
Other Relevant Requirements		
Satisfactory Police Check.	E	Pre-Employment Check
Isle of Man Worker.	D	Application